DOCUMENT RESUME

ED 296 743 JC 870 212

AUTHOR Ingham, Zita, Ed.
TITLE Writing across the Curriculum Sample Assignments, 1986-1987.
INSTITUTION Pima Community Coll., Tucson, Ariz.
PUB DATE [86]
NOTE 134p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Assignments; Community Colleges; *Content Area Writing; Grading; Research Papers (Students); Student Writing Models; Teaching Methods; Two Year Colleges; Writing Across the Curriculum; *Writing Evaluation; *Writing Exercises; Writing Improvement

ABSTRACT

Designed for Pima Community College (Arizona) instructors, this booklet presents 50 sample writing assignments developed for 38 non-writing courses. Three types of assignments are represented: (1) short papers, which are usually one to five pages long, require few research skills, and allow students to use the instructor's feedback to produce improved papers as the course progresses, are probably the most common assignment; (2) formal papers, which are usually from 5 to 20 pages long, require a student to research and synthesize information, and are formally presented with conventional notations of references; and (3) interactive learning logs, in which students comment on and react to class notes or readings. The assignments cover a broad range of subjects, including administration of justice, anthropology, art, astronomy, business, computer science, drama, early childhood education, economics, French, history, human development education, humanities, management, mathematics, philosophy, physics, politics, psychology, public administration, reading, sign language, sociology, social services, Spanish, speech, and writing. A few examples of student writing are provided, along with instructors' grading criteria. Information on the component parts of an essay, paragraph structure, and standards of composition is appended. (MDB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED296743

WRITING ACROSS THE CURRICULUM

SAMPLE ASSIGNMENTS

1986- 1987

Edited by

Zita Ingham

Pima Community College
East Campus

JC 870 212

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Z. Ingham

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Contents

ADMINISTRATION OF JUSTICE 101.....1
Specil Essay

ANTHROPOLOGY 110.....4
Age Roles

ANTHROPOLOGY 110.....7
Example Note Taking

ANTHROPOLOGY 100.....9
Formal Paper

ART 110.....11
Imitation of a Style

ASTROMNOMY 102.....13
Current Topics in Astronomy

BUSINESS 100.....15
An Essay on Business

BUSINESS 100.....19
Interactive Learning Log for
Business 100

COMPUTER SCIENCE 100.....22
Computer Research Paper

COMPUTER SCIENCE 160.....24
Programming Documentation

COMPUTER SCIENCE 280.....27
Systems Analysis-Memo and Feasibility
Report

DRAMA 051.....29
Character Biography

EARLY CHILDHOOD EDUCATION.....31
Observing Television

ECONOMICS 100.....33
Resolved: The USA Needs a New
Economic System

ECONOMICS 100.....35
Abstract

FRENCH 110.....37
Personal Essay: A Trip to France

HISTORY 141.....40
Leadership in American History

HUMAN DEVELOPMENT EDUCATION 100.....43
College Success Evaluation

HUMAN DEVELOPMENT EDUCATION 120.....44
Interactive Learning Log

HUMAN DEVELOPMENT EDUCATION 190.....46
Career Report

HUMANITIES 110-111.....48
Field Exposure to the Humanities

HUMANITIES 110.....50
Literary Criticism: Mytholgical
Approach

MANAGEMENT 110.....53
Corporate Management has an
obligation to its employees at
least equal to its obligations to stockholders.

MANAGEMENT 276.....55
Library Research Project

MATHEMATICS 180.....58
Mathematics Study Sheets

MATHEMATICS 180.....62
Example Assignment

MATHEMATICS 185.....71
Historical Essay on Calculus or
About the Life and Work of a
Mathmetician in Calculus

PHILOSOPHY 120.....74
Human Beliefs: Origin vs.
Rational Justification

PHYSICS 121.....75
Alternate Energy Sources

POLITICS 110.....77
American National Government and
Politics

POLITICS 110.....80
Take Home Examination

PSYCHOLOGY 100.....82
Psychology as Science or Art?

PSYCHOLOGY 101.....84
Putting Your Left Hemisphere to Good Use

PSYCHOLOGY 100.....86
A Topic of Debate in Psychology

PSYCHOLOGY/SOCIOLOGY 115.....89
Human Sexuality

PUBLIC ADMINISTRATION.....92
Research of a Governmental Agency: Local, State, or Federal

READING 100.....95
A Moral Dilemma: Considering the Issues

READING 100.....97
Reaction Papers

SIGN LANGUAGE.....99
Communicating in a Deaf World

INTRODUCTION TO SOCIOLOGY.....102
Pima Student Role Demands: Daytime Delight or Madness

SOCIOLOGY.....105
The Sociologist

SOCIAL SERVICES 115.....106
Psychotheraputic Drugs- Reaction Paper

SPANISH 210.....108
Paust Theme as Found in El Pacto by Jose Echegaray

SPEECH 120.....109
Group Decision Making

SPEECH 120.....112
Interactive Log

SPEECH 120.....114
Analysis of and Theoretical Improvements in the Communication Process Within Organization

SPEECH 120.....115
Business and Professional Communication Job Search

SPEECH 120.....117
Policy Presentation Unit

SPEECH 120.....120
Persuasion Unit Policy Paper

WRITING 206.....122
Analysis of a Student Story

APPENDIX.....124
Component Parts of an Essay
Paragraph Structure
Standards of Composition

Foreword

The purpose of this booklet is to provide instructors with a collection of assignments to use and modify as they wish, and ultimately to improve students' understanding of course material. Writing about course content is a way of insuring that it is learned; when students write about a subject, they must manipulate what they already know and confront what they do not yet know. Writing gives practice in critical thinking, which is crucial to every subject taught at Pima Community College.

Three general types of assignments are given here: short papers, formal papers, and interactive learning logs. "Short papers" are usually one to five pages long, require few if any research skills, and are probably the most commonly given assignment. Assigning more than one short paper during a semester allows students to use the instructors' feedback to produce improved papers as the course continues. "Formal papers" are usually from five to twenty or more pages long and usually require research; students must synthesize information from various sources. This kind of paper is most often formally presented, too: typed with conventional notations of references. In contrast to this, the interactive learning log is always a work in progress. In it, the student comments on one side of the page (or another page), on class notes or notes from the reading. The logs allow students to react to and to make connections with the material, and periodic readings (usually without grading) of the logs provides the instructor with information on students' progress and reactions to the material.

The assignments here were taken from a larger collection; these were chosen to show a broad range in terms of subject matter and type of assignment. A few examples of the student writing elicited by the assignments are given, as well as some instructors' specific grading criteria. More information on evaluation of student writing is given in the appendix.

All of this material has been provided in the hope that it will be used. Permission is granted to anyone wishing to borrow ideas or materials contained herein.

We welcome suggestions for ideas and sample assignments for possible inclusion in a future revised edition of this booklet.

Dr. Stanley P. Witt
Chairman, Department of Writing
Director, Writing Across the Curriculum
Pima Community College
East Campus

Zita Ingham
Editor

Dolores Vura
AJS-101
The Formal Paper: Special Essay on one of two topics:
Choice # 1 "The Nature of Exchange in Plea Bargaining"
Choice # 2 "The Prosecution Work as Boot Camp"

Learning Objective:

To analyze in depth a central issue in the structure, functions, and processes of the office of prosecution in the criminal justice system, thereby sharpening critical thinking skills and giving focus to the course unit on prosecution.

Learning Activities:

1. Read the textbook unit on prosecution and the extra articles on prosecution assigned in the reader.
2. Attend a class to hear about "equal exchange in my favor, professional boot camps, manifest vs. latent functions", and other useful theoretical tools for analyzing an embedded but controversial social phenomenon.
3. Write the special essay on your choice of topic.

Learning Measurement:

The writing assignment is intended to measure the student's understanding of prosecution as a part of the criminal justice system.

Substantive Instructions:

To fulfill the requirements of the assignment, the following three questions must be answered for either topic.

1. Why is this a social problem? (Describe and explain the dysfunctions, and the ways in which the manifest vs. latent functions work against each other, for the topic selected.)

2. How is this a social solution to other problems? (Describe and explain the positive functions, and the ways in which the manifest

and latent functions support each other, for the topic selected).

3. What are the consequences of the existence of this social problem/solution:

   a. to the criminal justice system, and
   b. to our society?

   Discuss at least two consequences for the criminal justice system, and at least two for society.

   Optional: You may suggest future modifications or innovations that would improve the situation, if you wish.

General instructions:

Typing:

The Special Essay is expected to be typed. If you absolutely cannot meet this requirement, speak to the instructor. Also, be sure that your typewriter ribbon is well inked. Don't use a worn ribbon.

Format:

Type on one side of the paper only, and double space. Paragraphs are to be indented eight spaces. All margins are to be 1-½" (an inch and a half). Don't enclose your paper in a plastic folder. Simply type your name in the upper lefthand corner together with your course number, section number, and time your class meets; staple the pages together, and turn the paper in.

Length:

Maximum length is five pages. If you have more to say, present only the most important ideas. Do not turn in more than five pages. There is no need to supply a title page. Type your title two spaces above the text. You may use the title given on page 1 of this handout or make your own to more specifically fit your essay.

Presentation:

Your essay will consist of four parts. The first part introduces the topic, and the next three parts will

directly answer the questions listed under "Substantive Instructions." Take a point of view, i.e., emphasize question 1 or question 2, and be sure to support your arguments with reasons, examples, or concrete details.

Revisions:

Before you turn your paper in, be sure that you proofread it and make whatever revisions are necessary. Experience shows that first drafts rarely earn good scores. Demand professionalism of yourself; it's worth it!

Grading Criteria:

Content Grade:

The special essay is worth a maximum of 20 points toward your course grade. A successful essay awarded the maximum full 20 points will have the following characteristics:

1. Direct response to the essay questions.
2. Complete responses to the essay questions.
3. Depth of analysis.
4. Correct application of abstract principles and theoretical tools.
5. Clarity of statements and arguments for the reader.

Permission to xerox and share with other students will be requested from students with top-notch essays, so that all students in the class will be able to appreciate the grading scheme.

Judith Ann Warner
Anth 110
Interactive Learning Log: Age Roles

Learning Objectives:

1. To organize ideas on cross-cultural variation of age roles in small-scale and complex societies.

2. To develope an understanding of how cultural values can influence longevity in small-scale and complex societies.

3. To understand how the degree of age inequality which characterizes a society affects intergenerational conflict.

4. To compare ideas about what age behaviors are appropriate for individuals in small-scale societies with those of American society.

5. To think about the extent to which cultural values about age affect the student's own behavior and the options available to them in American culture.

Activity for Taking Notes:

1. Lecture:

   A. Two lectures on Age Roles in Small-Scale and Complex Societies:

      1. Cross-cultural variation in childhood roles and the ease of the transition from adolescence into adulthood.

      2. Comparitive analysis of the social worth of the elderly and the mechanisms by which age inequality is related to intergenerational conflict.

   B. Describe and evalulate the effects of varience in age role expectations in Small-scale and Complex societies:

      1. How do age-related expectations expand or contract an individual's range of opportunities in different societies?

      2. Do biological and cultural notions about age-related abilities always coincide?

      3. How does the social recognition of age-related role transitions reduce social friction between generations?

4. How does the degree of age inequality affect the rise of intergenerational conflict?

5. How do cultural expectations about aging affect longevity?

2. Reading Assignment:

A. Combine ideas from the lecture notes with points about age values and roles learned from the readings.

1. Compare and contrast material from the lecture with that of the reading assignments.

2. Make personal observations about age values and age roles in American society that are similar to or disimilar to other cultures.

B. Through combining the readings and the lecture also:

1. Reflect upon the effect that age values and roles have had upon one's own experiences.

2. Suggest changes in value orientation which might ease age-related transitions and tensions in American society.

Topics for Cueing the Left-hand Column:

1. Inferences:

A. Age roles and their effect on survival and extended longevity.

B. Age roles and their effect on individual life options.

2. Generalizations:

A. Contrasting age roles in Small-scale and complex Societies.

B. Relationship of age inequality and the degree of intergenerational conflict.

3. Personal Connections:

A. Compare student's age role experiences with those of individual's in small-scale societies.

4. Application:

   A. New conception of age role expectations in American society and it's effect on student life options.

   B. Student suggests age values they would like to see expressed in our own society.

5. Reservations, Doubts or Objections

   A. Inability to understand lecture point or readings.

   B. Not interested in age values or age roles.

6. Questions:

   A. Ask for additional information on age-related behavior in other cultures.

   B. Ask about the accuracy of information on age values and roles in other cultures.

   C. Consider the extent to which one's own personal experiences reflect American cultural expectations regarding age and ask questions about age expectations in America.

   D. If a student's age-related experiences vary from the norm, ask about what factors could have been involved.

   E. In comparing individual age-related experiences with those of other societies, ask questions about the extent to which the social context of American experience is similar to or disimilar to that of other cultures.

Excellent set of notes. However, try to move beyond personal comments to essay-like thoughts. It'll help you to prepare for tests

ANTHROPOLOGY 110 T-Th 10:10am

Kelly Walter

COMMENTS

NOTES

AGE ROLES IN SMALL SCALE AND COMPLEX SOCIETIES

Human life cycle:
Biology of Aging-birth, childhood, maturity, old age, death
Social ideas about age varies cross-culturally
Reasons for variation:
1. Life expectancy varies for preindustrial people

group	30	40	50
Neanderthal	80%	95%	100%
Cro-Magnon	61%	88.2%	90%
Anglo-Saxon	57.4%	81.8%	97.5%

Thoughtful comment

Childhood should prepare you for the future, yet there's so much responsibility with age, they should enjoy while they can!

Did these people actually look old or did they die young from unnatural causes (harsh environment)

IK UGANDA old by late 20's clue to mal-nutrition. U.S.-men average 74 years. Women average 76 years. Because of better sanitation. 19th century- wash hands, sewer systems, and medicin.

Human life span arbitrarily divided up among all cultures the result is that the stages of life cycles differ between small scale and complex societies.

I'm not so sure it's better to live longer. Causes problems such as over population

Stages in Small Scale
1. Infancy-Childhood
2. Adolescence
3. Maturity
4. Old Age

Stages in Complex:
1. Infancy
2. Childhood
3. Adolescence (12-19)
4. Youth (20-29)
5. Middle Age (30-49)
6. Late Middle Age (50-65)
7. Old Age (65-80)
8. Late Old Age (80's and 90's)

Each stage offers new challenges but often we label the restrictions of each age group instead of allowing people to do things

according to
how they feel!!

I can't imagine
treating my
daughter like this.
What kind of adults
do these kids
grow up to be:
independent of
insecure?

it depends

CHILDHOOD

U.S.- formal schooling/leisure
for play

EUROPE- (middle ages)- mini
adults child wore the same
clothes as adults, assigned
household work at an early
age, sent away from home at 7 or
8 and entered other families as
servants and laborers (child
extrusion)

3RD WORLD- (5-13) 10's of
millions of children work full-
time in factories and coal-mines

ADOLESCENCE

U.S.- formal schooling, leisure
PARAGUAY- no distinction, social
timing varies because puberty
comes as different times.
Initiations- Rites of Passage
transition from childhood to
adolescence or addescence.

Phil Chase
Anth 100
Formal Paper

Learning Objectives:

1. The student should be able to evaluate a set of hypotheses presented to explain certain facts in the fossil record and archaeological record in terms of the evidence available. That is, the student should be able to work out the logical consequences of those hypotheses and determine whether or not the evidence indicates that each one is valid.

2. The student should be able to present the results of his evaluation of these hypotheses in a manner that is both logical and convincing for the reader.

Learning Activities:

1. Using the textbook and notes taken in class, the student will write an essay answering the following question:

   Serveral hypotheses have been proposed to explain bipedal posture and expanded brain size in hominids. In light of the evidence currently available to archaeologists and hominid paleontologists, which hypothesis or hypotheses best explain these phenomena? Are the phenomena causally related? (If you think that the current evidence is insufficient for answering this question explain why you think so and what evidence would be needed.)

Learning Measurement:

This assignment is intended to measure the student's ability to evaluate ideas in terms of available evidence.

Instructions to the Students:

1. Assume you are writing to convice your classmates that your ideas are right. They have read the same textbook and attended the same lectures that you have, so you can assume a certain knowledge on your readers' part. However, although they are reasonable, they are likely to be skeptical. Because each one has different ideas about hominid evolution, anything you write is likely to be misunderstood unless it is very clear what you mean. You cannot expect them to read between the lines.

2. The essay should be typed, double-spaced, between 5 and 10 pages long. Type on one side of the paper, leaving 1½ inch margins all around.

3. Do not hand in your first draft. Write a rough draft, reread it, revise it, type it, proofread it, and only then hand it in. Make sure you have a title and your name on the first page.

Grading Criteria:

A. Content Grade:

The content of your paper will be graded on the basis of

1. Completeness: your knowledge of hypotheses and data.

2. Logic: how well you use the data to evaluate the hypotheses.

3. Clarity: how clearly and convincingly presented your ideas are.

George Wheeler-Brownlee
Art 110
Imitation of a Style Formal Paper

Learning Objectives:

1. Develope a general knowledge about one visual artist or art style, movement, or era in the history of art.

2. Become familiar with the specific characteristics of the artist or style.

Learning Activities:

1. Spend time in a library visual art area browsing through books or portfolios which appeal to the student.

2. Discuss potential selections of artist or style with the instructor.

3. Read the selected material and make notes which highlight the important events, transitions, personality characteristics or other qualities which place the artist or style in an historical context.

4. Write a formal paper which:
   a. Outlines the major events and characteristics of the style or artist.

   b. Reports the students reasons for their choice of style or artist.

Learning Measurement:

This assignment, in conjunction with the studio portion of the Imitation of a Style Project, is designed to encourage the student to become familiar with a particular artist or style of their choice.

Instructions to the Student:

Write a 5 to 10 page, type-written , double-spaced term paper which describes your choice of visual artist or art style as part of the final project of the drawing course. The paper should be based on a small amount of research about the artist or style. The emphasis of the paper should be a subjective report of reasons for the student's choice.

Grading Criteria:

Two grades will be assigned: a collateral grade by a professional grader and a content grade by the drawing instructor. The student must receive a 'passing' collateral grade as part of the completion of the course. The content grade will be in the form of 1 to 5 quality points and become part of the students total quality point total for the semester.

Steven K. Croft
AST 102
The Formal Paper: Current Topics in Astronomy

Learning Objectives:

1. The student will become aware of the current rapid expansion of knowledge in Astronomy by studying a specific topic in Stellar or Galactic Astronomy of interest to him or herself.

2. Through his research assignment, the student will, by reading or interviews with professionals, become acquainted with the current popular journals of Astronomy and general science available, and with the unique astromomical community present in Tucson.

3. The student will sharpen his/her skills of written communication.

Learning Activities:

1. After a review of topics in the text or articles in several recent issues of popular magazines containing astronomy related articles (i.e., Sky & Telescope, Astronomy, Science News, Sceintific American), the student will choose a topic and research its major ideas and recent changes. Several articles should be used. The student is also encouraged to meet and discuss the topic of choice with professionals of the Tucson astromomical community.

2. The student will write a 1000-1500 word (5-7 page) paper summarizing the topic with emphasis on current developments.

Learning Measurement:

The writing assignment is intended to measure the student's ability to search out, study, understand and communicate a new body of knowledge through primarily personal motivation and discipline.

Instructions to the Student:

1. The manuscript is to be typed, 1½ or double spaced with 5 space paragraph indentation.

2. All references should be cited by consecutive number in the text, and listed by those same numbers in a reference

listed at the end. References should give author, title of article, name of magazine or book, volume number, pages, and year of publication.

3. All margins should be 1½ inches.

4. Type name, section number and title in upper left corner of the first page of the text and simply staple pages together. Do not put in a plastic or paper folder.

5. The length should be 5-7 pages exclusive of figures (optional, but often helpful) and reference list.

6. Remember, if you have problems finding material or understanding ideas in articles you read, DISCUSS IT WITH YOUR INSTRUCTOR! The objective is not to flounder, but to absorb some of the excitement and intellectual challenge of modern astronomy.

Grading Criteria:

1. Quality and organization of the scientific content.

2. Student's comprehension of the major ideas and intellectual flows within the chosen topic.

3. Demonstration of a reasonable amount of research and comprehension.

Joseph A. Catalano
BUS 100
Short Paper: An Essay on Business

Learning Objectives:

1. To create, within the students, an awareness of their abilities in written communication.

2. Stimulate a desire to improve written communication abilities by exploring with the students the advantages of good communication (written and oral) in achieving success in the business world.

3. To enhance the student's knowledge of the business community by additional outside reading.

Learning Activities:

1. The student will read a business topic of interest to him/her.

2. The student will analyze the writer's intent and position. The student will evaluate the writer's views in light of his/her own thinking about the topic.

3. The student will write a paper (essay) following the instructions herein, giving the writer's views in the student's own words, and incorporate within the paper the student's own evaluation and conclusion.

Learning Measurement:

The writing assignment is intended to measure the student's ability to assimilate information, and to express that information in the form of an articulate written communication.

Instructions to the Student:

Typing:

This special project is expected to be typed. Please use a good typewriter ribbon for clarity of print.

Format:

Type on one side of the paper only, and double space.

Paragaphs are to be indented eight spaces. All margins are to be one and one half inches. Do not enclose your paper in a plastic folder. There is no need for a title page. Simply type your name in the upper lefthand corner of the first page together with your course number (BUS 100), section number (95127), and time the class meets (Sat. 9:10-11:50); staple the pages together, and turn the paper in.

Length:

Maximum length is three pages--two and one half is ideal. Type your title two spaces above the Introduction.

Revision:

Before you turn your paper in, be sure that you proofread it and make whatever revisions are necessary. The first draft is rarely perfect.

Grading Criteria:

A. Content Grade:

Your content grade will depend on your compliance with the following:

1. Write your paper on any business related subject. Relate the subject material in your own words. If you use any of the authors writing, identify it as "quote."

2. Supply the source of your information--book, periodical, newspaper, etc. Include date and page numbers, if the paper is from a periodical or newspaper. If the paper is a personal experience or a personal viewpoint, identify it as such.

3. All papers must have a Title.

4. All papers must have an Introduction, Body, and Conclusion or Summary.

5. The Introduction--a clear and concise statement or paragraph explaining or defining the purpose or thrust of the paper.

6. The Body--several main points in logical sequential paragraphs effectively presenting the theme of the paper.

7. The Conclusion or Summary--a concise statement or paragraph demonstrating the results or substance of the paper.

B. Collateral Grade: See next page.

J. Catalano
BUS 100

GRADING CHART FOR SPECIAL REPORTS

	Excellent	Satisfactory	Rewrite
CONTENT	Important concept clearly stated Accurate, complete details. Necessary definitions and explanations Strong summation Significant Sources 60-54	Controlling idea developed sufficiently Pertinent details Terms defined Information accurate Adequate summary Adequate sources 53-35	Thesis vague or simplistic Underdeveloped, repetitious, unrelated details. Generalities. Little emphasis on most important ideas. Fallacies in reasoning No definite conclusion Only loosely related to thesis and support. Inadequate research. Plagiarism 34-0
ORGANIZATION	Ideas developed in logical order with correct emphasis 30-27	Ideas in logical order 26-16	Lacks overall organization 15-0
STYLE	Sentences clearly express ideas, Introduction and conclusion smoothly integrated in paper. Accurate, appropriate vocabulary Correct formal English Correct documentation 10-9	Sentence and paragraph structure correct. Accurate, appropriate vocabulary. Spelling, punctuation and documentation generally correct. 8-4	Some faulty sentences and paragraph construction. Some incorrect or vague words. Frequent errors in punctuation, spelling and documentation. 3-0

Don R. Carter
BUS 100
Interactive Learning Log: BUS 100

Learning Objectives:

1. To understand how financial managers handle the outflow and the inflow of money.

2. To master two basic concepts in finance- assets and liabilities.

3. To know the advantages and disadvantages of stocks and bonds.

4. To understand the differences between common and preferred stock.

5. To objectively evaluate the three major considerations that go into making a financial decision.

6. To understand the way securities are bought and sold.

7. To know how the govermnent regulates securities trading.

Activity for Taking Notes:

1. Lecture- The instructor will discuss each of the desired learning objectives in a logical order from prepared lecture notes.

2. Discussion- Students will be encouraged to offer their reactions to the points being made based on their own personal experiences.

3. Reading Assignment- The information needed to assist the student in accomplishing the desired learning objectives is found in Part 4 of the course text. It will be required reading for all participants.

4. Observation Assignment- Students will be required to read a local daily newspaper (the business section) as well as a good business periodical in search of current articles that would enhance the subject under study. They are to then bring these articles to class and share them with their fellow students.

Topics for Cueing the Left-Hand Column:

1. What inferences should the student draw? The student should realize that although most large companies do not have enormous capital needs every year, they do have to spend relatively large amounts of money at least periodically. The student should also accept the fact that long-term financing has been, and will continue to be, a major part of the U.S. economy.

2. What generalizations should he make? Managing a company's finances means thinking in terms of opposite categories, i.e. assets and liabilities. There are different kinds of assets and liabilities, each with its own advantages and disadvantages.

3. What personal connections can he make with the information? The student can equate confronting the problems involved in financing a company with operating his own household. He can make personal decisions on how individual financial assests and liabilities can best be handled, just as business financial managers must.

4. What application might the student have for it? The student may develop an interest in Finance to the extent that he or she might want to pursue some aspect of it as a career.

5. What are the student's likely reservations, doubts, or objections to it? The student may question if it is feasible to plan effectively since revenues frequently do not come in at exactly the rate at which bills have to be paid. Should he invest in the stockmarket using the services of a broker or should he trust his own judgement? There is no hard and fast rule to follow in making the best decision.

6. What kinds of questions might the student have? The student may ask what are the major sources of business financings? What factors must a financial manager consider when seeking sources on business financing of fluctuations in the bond market in recent years?

THE INTERACTIVE LEARNING LOG

—Combining the benefits of an information-processing note-taking system and the class journal, the interactive log can:

Encourage fluency, bypass writing anxiety
Pattern and support thinking and learning operations
Provide for immediate classroom emphasis and response
Serve as readymade review and study tools
Adapt to any course content
Actively involve students

Interactive Column	Fact Column
The student writes:	The student takes notes on:
—individual ways of making sense of facts	—lectures
—inferences	—class discussions
—generalizations	—demonstrations
—personal reactions	—films
—personal connections or applications	—reading assignments
—reservations, doubts, objections	—observation assignments
—questions	

Kirk Warren
CSC 100
Short Paper: Computer Research Paper

Learning Objectives:

1. To expand awareness of a topic of interest related to computers.

2. To gain exposure to at least two computer periodicals and/or reference sources.

3. To present research information in a concise and understandable format for review by classmates.

4. To refine writing skills as outlined in 'Collateral Grade' section.

Learning Activities:

1. Student will select a topic of interest and submit one paragraph description of topic to instructor for advance approval.

2. Student will interview and/or locate research information sources, followed by final preparation of the report.

Learning Measurement:

The content of the research paper should reveal a level of topic familiarity above and beyond regular class lectures and textbook contents for that topic.

Instructions to the Student:

1. The student should review materials placed on our class reserve list, as well as other periodicals described in class.

2. Students should then prepare a short paragraph describing the paper topic and interviews or reference sources.

3. The instructor will provide immediate evaluation on the proposal, and the student can begin preparation of the report.

4. The final report should be typed and proofread before

submission. The paper's length should be from two to five double spaced pages.

Grading Criteria:

A. Content Grade:

Based on factual information presented, as well as quality of conclusions and inferences made as a result of research.

B. Collateral Grading: See next page.

K. Warren
CSC 100

GRADING CHART FOR SPECIAL REPORTS

	Excellent	Satisfactory	Rewrite
CONTENT	Important concept clearly stated Accurate, complete details. Necessary definitions and explanations Strong summation Significant Sources 60-54	Controlling idea developed sufficiently Pertinent details Terms defined Information accurate Adequate summary Adequate sources 53-35	Thesis vague or simplistic. Underdeveloped, repetitious, unrelated details. Generalities. Little emphasis on most important ideas. Fallacies in reasoning. No definite conclusion. Only loosely related to thesis and support. Inadequate research. Plagiarism 34-0
ORGANIZATION	Ideas developed in logical order with correct emphasis 30-27	Ideas in logical order 26-16	Lacks overall organization 15-0
STYLE	Sentences clearly express ideas. Introduction and conclusion smoothly integrated in paper. Accurate, appropriate vocabulary Correct formal English Correct documentation 10-9	Sentence and paragraph structure correct. Accurate, appropriate vocabulary. Spelling, punctuation and documentation generally correct. 8-4	Some faulty sentences and paragraph construction. Some incorrect or vague words. Frequent errors in punctuation, spelling and documentation 3-0

S. Landsburg
CSC 160
Short Paper: Programming Documentation

Learning Objectives:

1. The student will be able to identify the information relevant to a given programming assignment when presented with a formal interview.

2. The student will be able to classify information as being pertinent to the programmer, the data entry clerk, the computer operator or the user.

3. The student will be able to write clear, concise directions for the programmer, the data clerk, the computer operator and the user.

Learning Activities:

1. Listen to taped interview.

2. Read sample documentation on reserve at the library.

Learning Measurement:

The assignment is designed to measure the student's ability to assimilate information presented in interview form, to categorized and organize that information, and to present it in written form clearly and concisely.

Instructions:

1. Listen to the tape and record and organize the information provided. (The tape may be checked out overnight or you may bring a blank tape on a Friday and have a copy made for yourself.)

2. Write a problem specification. It should contain the input specifications, the processing requirements, and the output specifications. This narrative should be one to two pages in length. In addition, provide a card layout form and a printer spacing chart.

3. Write a set of instructions for the data entry clerk. These instructions may be written as a numbered list. Be sure that they are specific, readable, properly ordered, and complete. One page should be sufficient.

4. Write one or two paragraphs for the run book providing instructions for the computer operator.

5. Write an entry for the user's manual. It should contain a one paragraph summary of the processing provided by the program. It should also contain a paragraph of the instructions on how to order this report from the Data Processing Division.

6. Each of the four items (problem specification, data entry clerk's instructions, run book entry, user's manual entry) should begin on a new sheet of paper.

7. All papers are expected to be typed. If you absolutely cannot meet this requirement, speak to me.

8. Type on one side of the paper only, and double space. Paragraphs are to be indented five spaces. All margins are to be one and one-half inches. Type your name and course number in the upper lefthand corner of the first page, staple the pages together, and turn the papers in.

9. Correct formal English is expected. This means correct spelling of all words, appropriate sentence structure (including complete sentences, and correct punctuation). Do this assignment well and with care.

10. Before you turn your paper in, be sure that you proofread it and make whatever revisions are necessary. Experience shows that first drafts rarely earn good scores. Demand professionalism of yourself; it's worth it!

Grading Criteria:

Content Grade:

I will grade your papers for content. I will be looking for the following:

1. Readability. All four papers should be clear and easy to understand.

2. Conciseness. Instructions to programmers, clerks, operators, users should be to the point.

3. Organization. Each paper should exhibit a logical progression.

4. Completeness. All pertinent information from the tape should be included.

Shirley Chann
CSC 280
Short Paper: Systems Analysis-Memo and Feasibility Report

Learning Objectives:

Student will be able to market his/her services to potential clients through an office memc to confirm a meeting, and a feasibility report of recommendations.

Learning Activities:

1. Student attends lectures on writing memos and feasibility reports.

2. Student attends lecture on technical writing.

3. Student compares the formats used in textbook and discusses the strength and weakness of different styles.

4. Student responds to a Request for Service from a user department playing the role of a systems consultant..

Learning Measurement:

1. Write a one page memo to confirm a meeting to discuss the users systems needs.

2. Write a two to three page feasibility report offering his/her recommendations using guidelines given in the text.

Instructions to the Student:

1. Attend lectures on writing memos and feasibility reports.

2. Write and type the memo and feasibility report on bond paper.

Grading Criteria:

Content:

1. Effective presentation of service to be

performed.

2. Degree of professionalism as exhibited in format of letter and language used.

Roberta Royse Streicher
DRAMA 051
The Formal Paper: Character Biography

Learning Objectives:

By writing an autobiography of themselves as the characters in the play they are studying, the drama students learn to be very specific about themselves within the author's play. They also begin to understand how objective and yet subjective one must be to interpret literature as an actor.

Learning Activity:

The student is asked to write (create) as completely as possible, giving very specific information, an autobiography of themselves as the character they are interpreting in the scene they have prepared for class. This autobiography should include clear 'pictures' of their parents, siblings, houses they lived in, the places that made impressions on them, prior to their entrance in the play. By creating a "past life" for the character, giving specific information, it is hoped that the students will learn to be equally specific with the information they are transmitting to the audience in the scene.

Learning Measurement:

The paper submitted (the autobiography) will be studied by the teacher, and when the scene is shown in class, the teacher can tell if the biography has been helpful in creating the character. If the student has not stayed with the biography, it shows.

Instruction to the Student:

Write an autobiography of each of the characters in Aria da Capo you will be portraying for scene work in class. That autobiography whould include your parents, any siblings, where you grew up, specific memories you have as the character about the place of your childhood. The autobiography should end with your entrance on stage.

Grading Criteria;

Pass/fail — pass only if the material is used in the scene presented in class.

Elizabeth Pamenter
ECE 107
The Formal Paper: Observing Television

Learning Objectives:

The students will be able to place themselves in the world of a child through knowledge of the child's emotional and cognitive development.

The students will be aware of their own values and be able to compare them with those on television shows.

The students will be able to identify methods used in children's shows to teach and entertain.

Learning Activities:

The student will observe several children's television shows for a total of two hours.

The student will attend lectures that cover cognitive development and moral develoment of children.

The student will complete several self-surveys on attitudes and values.

The student will read material on children in regard to violence, aggression, honesty, greed, cooperation, and sexism.

Learning Measurement:

The assignment will be organized into two parts. The first part will consist of a detailed description of Sesame Street. This will have the student be able to identify how cognitive concepts can be taught. The second part will be a description of Saturday morning cartoons generally aimed at children three to ten years old. This allows the student some comparisons between educational and commercial television and also allows the students to label values being taught and compare them to theirs.

Instructions to the Student:

Please watch one hour of Sesame Street noting the number at the beginning of the show and the letter

and number being introduced. Throughout the show make detailed notes on the activity or fact that is presented. Traditionally, Sesame Street has short segments with lots of color and action. Do you agree with this format? Discuss. Are the monsters beneficial? What are your feelings on the people?

Next watch one hour of children's cartoons. Make notes on the action in regard to values discussed above. What are your feelings about these programs and do you have any suggestions for improvement without losing the child?

Grading Criteria:

Content Grade:

The paper will include many points of cognitive development and how they were presented in Sesame Street. It will also include values and opinions about the program. There must be valid support. It will include reactions of the student to the cartoons and support including a description of the characters.

Richard A. Bittman
ECO 100
Short Paper: Resolved: The USA Needs a New Economic System

Learning Objective:

To develope insights into the nature of our economic system by generating original thinking.

Learning Activities:

Read Chapter 3, Capitalism and the American Economy; Chapter 28, Other Economic Systems; articles on pp. 39-41, 330-335, 459-462, and handout on Leahy article.

Learning Measurement:

The assignment is aimed at measuring the students' understanding of the concepts of capitalism and other economic systems and to transfer their ideas on these subjects to paper in a literate manner.

Instructions to the Student:

Write a 500 word typed essay incorporating ideas on the subject, showing an understanding of the concepts involved in the readings, and using the writing guidelines in the handout on Writing Across the Curriculum

Grading Criteria:

A. Content Grading:

1. Number and understanding of economic system concepts used.

2. Originality of thoughts.

B. Collateral Grade: See page 34.

R. Bittman
ECO 100

GRADING CHART FOR SPECIAL REPORTS

	Excellent	Satisfactory	Rewrite
CONTENT	Important concept clearly stated Accurate, complete details. Necessary definitions and explanations Strong summation Significant Sources 60–54	Controlling idea developed sufficiently Pertinent details Terms defined Information accurate Adequate summary Adequate sources 53–35	Thesis vague or simplistic Underdeveloped, repetitous, unrelated details. Generalities. Little emphasis on most important ideas. Fallacies in reasoning. No definite conclusion. Only loosely related to thesis and support. Inadequate research. Plagiarism 34–0
ORGANIZATION	Ideas developed in logical order with correct emphasis 30–27	Ideas in logical order 26–16	Lacks overall organization 15–0
STYLE	Sentences clearly express ideas. Introduction and conclusion smoothly integrated in paper. Accurate, appropriate vocabulary Correct formal English Correct documentation 10–9	Sentence and paragraph structure correct. Accurate, appropriate vocabulary. Spelling, punctuation and documentation generally correct. 8–4	Some faulty sentences and paragraph construction. Some incorrect or vague words. Frequent errors in punctuation, spelling and documentation. 3–0

Mr. Donald R. Roberts
ECO 100
Short Paper: Abstract

Learning Objective:

1. To broaden student perception of critical judgement of economic events and to evaluate its effect (nature, proportion, function) on the economy or with the interrelationship of large sectors.

2. To create, within the student an ability to think, write clearly, and evaluate major issues in a given situation.

Learning Activities:

1. The student will read an economic article assigned by the instructor.

2. The student will critique the article.

3. The student in his/her own words will write a paper (absrtact) reflecting the writer's views, and provide a critical analysis (pro or con) of the writer's views to include a conclusion about the article.

Learning Measurement:

To develope student awareness of economic analysis in determining economic performance.

Intructions to the Student:

Typing:

The paper (abstract) is expected to be typed. If you absolutely cannot meet this requirement, speak to the instructor. Also, be sure that your typewriter ribbon is well inked for clarity of print.

Format:

Type on one side of the paper only in the space provided, and single space. Paragraphs are to be indented eight spaces. All margins are to be 1½" (an inch and a half). Do not enclose your paper in a plastic folder. Simply type your name in the

designated place (by instructor), along with the other required data.

Presentation:

The paper (abstract) will be a critical examination or evaluation of the article. You are expected to support your opinions with good examples or concreted details. You are expected to use resource material that was discussed in class, in that it is related to the article.

Revision:

Before you turn your paper in be sure that you proofread it and make whatever revisions are necessary. Especially important is to check spelling and grammar. Remember, experience shows that first drafts rarely are efficient. In that this paper is a representation of you, demand professionalism of yourself.

Grading Criteria:

1. Demonstrate a basic knowledge of the economic system and concepts.

2. Effective organiztion and presentation of material.

3. Collateral Grade:

   You must achieve a passing collateral grade prior to my grading for content. My grade will be in accordance with grading as outlined in our syllabus.

Dr. Carol Lang
FRE 110
Short Paper: Personal Essay: A Trip to France

Learning Objective:

The objective of this assignment is to provide an opportunity for the student to think about travel to France in a focused manner. Alternatively, it may provide the more imaginative student the framework for a quite original point of view or style.

Learning Activities:

1. Aside from classroom discussion and filmstrips, students should view the series of three (3) filmstrips on reserve, "How to Travel in France" in the PCC East library. The student is encouraged to read or use the brochures which accompany the filmstrips as she/he begins to organize her/his thought. The essay, however, is not intended to be mere summary or resume. It should reflect the needs, the hopes, and the very personality of the student, in expression and/or style.

2. Student may use information available in the text, travel brochures available in the classroom, or outside sources.

Learning Measurement:

The purpose of this essay is to determine the student's ability to prepare and plan a trip to France in a mature manner, as reflected in the logical development and clear writing style. Grading will be based on the Grading Chart for Special Reports.

Instructions to the Student:

Type on one side of the paper only. Double space. All margins are to be 1½" only. Do not use separate title pages or enclose in a folder. Place name in upper right hand corner with course number and time class meets.

Staple pages together. Length should be from two to four pages minimum.

A. Content Grade:

The content grading will be explained by the instructor.

B. Collateral Grade: See next page.

Dr. Carol Lang
French 110

GRADING CHART FOR SPECIAL REPORTS

	Excellent	Satisfactory	Rewrite
CONTENT	Outline of trip clearly and completely sketched Accurate details Place names used with brief description or reason for traveling there <u>indicated</u> The adjective "interesting" is insufficient Original approach Significant sources: filmstrips and brochures, other 60-54	Outline of trip is clearly stated Accurate details Brief descriptions of most places Significant sources: at least filmstrips and brochures 53-35	Poor, careless outline of trip; simplistic, vague Inaccurate details Generalities and overuse of the same adjectives Inadequate use of source materials Plagiarism 34-0
ORGANIZATION	Ideas developed in logical order with correct emphasis 30-27	Ideas in logical order 26-16	Lacks overall organization 15-0
STYLE	Sentences clearly express ideas. Varied sentence structures. Introduction and conclusion really "worked on" and integrated in composition (not just several sentences of idle "glib" chat. Interesting vocabulary, neither "dry" nor full of slang. Correct formal English. Correct documentation, if necessary. Originality of thought, if consistent and well-presented. 10-9	Sentence and paragraph structure correct. Appropriate vocabulary. Spelling, punctuation, and documentation (if necessary) generally correct. Some variation of sentence structure. 8-4	Some faulty sentences and paragraph construction. Some words used incorrectly. Vagueness. Monotonous. Frequent errors in spelling and punctuation. 3-0

June Webb-Vignery
HIS 141
Interactive Learning Log: Leadership in American History

Learning Objectives:

1. Student will organize ideas on leadership in American government.

2. Student will develope an understanding of the role several leaders played in influencing the course of nineteenth century government.

3. Student will draw analogies between 19th century governmental leadership and 20th century political leaders.

4. Students will develop ideas on the influence leadership styles have had or will have on his/her personal sphere.

5. Student will develop a model of a good political leader.

Activity for Taking Notes:

1. Lecture:

   A. Three lectures on American political leadership:

      1. a comparison of the leadership styles of Thomas Jefferson and Alexander Hamilton
      2. Andrew Jackson
      3. Abraham Lincoln

   B. Characterize the leadership style of each

      1. why each pivotal in American history
      2. contribution each made to American government
      3. values each represented
      4. consequences of their actions on the course of 19th and 20th century government

2. Reading Assignment:

   A. Combine the lecture notes with the reading assignment.

1. comparison/contrast between lecture and reading assignment
2. personal observations about orientation of lecturer and textbook author

B. Through combining textbook materials and lecture materials also

1. reflect upon any effects these leaders might have had on your personal family history
2. reflections upon leaders in the 20th century as well as own leadership style

Topics for Cueing the Left-Hand Column:

1. Inferences

   A. leadership styles and effect on American history
   B. leadership styles and effect on personal life

2. Generalizations

   A. different styles of leaders
   B. comparisons and contrasts between 19th and 20th century leadership

3. Personal Connections

   A. comparison with own political leaders
   B. why those political leaders chosen

4. Application

   A. personal leadership style
   B. what to look for in a politician i.e., leadership

5. Reservations, doubts, or objections

   A. inability to draw correlations
   B. not interested in political leadership

6. Questions

   A. Do I have to be specific in my observations?
   B. Can I use other source material?
   C. Do I have to be historically accurate in my personal observations?

THE INTERACTIVE LEARNING LOG

—Combining the benefits of an information-processing note-taking system and the class journal, the interactive log can:

Encourage fluency, bypass writing anxiety
Pattern and support thinking and learning operations
Provide for immediate classroom emphasis and response
Adapt to any course content
Actively involve students
Serve as readymade review and study tools

Interactive Column	Fact Column
The student writes:	The student takes notes on:
--individual ways of making sense of facts	—lectures
--inferences	--class discussions
--generalizations	—demonstrations
—personal reactions	--films
--personal connections or applications	--reading assignments
--reservations, doubts, objections	—observation assignments
—questions	

Ed Duperret
HDE 100
Short Paper: College Success Evaluation

Learning Objectives:

1. Students will assess his or her progress at the East Campus by sharing a significant experience during the Fall semester which contributed to or hindered progress toward reaching college goals.

2. Assess students writing skills.

Learning Activities:

1. Develope a class discussion/evaluation of student's progress at Pima East after four weeks.

2. Discuss significant experiences.

3. Discuss component parts of an essay and ingredients that comprise a successful essay.

Learning Measurement:

This assignment is designed to assess students' progress in meeting their college goals and as a diagnostic tool to evaluate writing skills.

Instructions to the Student:

Write a 500 word essay discussing a significant experience contributing to or hindering your progress toward reaching your college goals.

Grading Criteria:

Demonstrate ability to blend content and form into an effective, well organized essay.

Mark McCabe
HDE 120
Interactive Learning Log

Learning Objective (s):

Students will assess their values, needs, Achilles heels, influencing factors and self-limiting behaviors; students will establish a personal improvement goal(s); students will devise a plan for attaining their personal improvement goals.

Students will demonstrate progress towards attaining their Personal Developement goal(s) via completion of their Interactive Learning Log and 1-2 class projects.

Learning Activity (ies):

1. Attend class and participate in class discussions relating to the class material.
2. Participate in small group discussions.
3. Complete 1-2 personal growth projects.
4. Complete the following assignments:
   - Who am I?
   - Johari Window
   - Risks
   - Needs assessment
   - How can I communicate my needs effectively
   - Achilles heel
   - Goals
   - Problem solving
   - Positive reinforcement

Learning Measurement:

The writing assignment is intended to demonstrate thoughtful reflection on topics discussed in class and move a personal improvement thought from an idea state to an action stage.

Purpose:

The purpose of the interactive learning log is to facilitate your personal growth process by:

Allowing you time to reflect on classroom material during your awareness stage.

Organize your thoughts.

Maintaining a record of your feelings.

Allowing your instructor feedback on your progress.

Providing an accurate account of your personal growth where you were and where you are, at the end of the semester.

Instructions to the Student:

Draw a line down the middle of your journal page. The right side of the page is for your notes of the class session (lecture, handout (s), discussion, film(s). This should be a brief outline of the important ideas for information presented. The left side of the page is your reaction (feelings, ideas, awareness, experiences) to the ideas and information presented on the right side of the page. Time will be provided at the end of the class for you to write your feelings (left hand column) concerning the class lecture (right hand column).

Robert F. Murdock
HDE 190
The Formal Paper: Career Report

Learning Objective:

To give students a detailed knowledge of a specific career.

Learning Activities:

Write a straight-forward report focused on one particular career. Uniformly organize information, data, and opinions concerning this career with appropriate indications of the sources from which the material was developed.

Learning Measurement:

Development of an ability to:

1. Use a variety of sources to develop a comprehensive report.

2. Relate the data gathered about a given career to ones' own goals. values, and interests.

3. Analyze and synthesize the information gathered in such a manner as to effectively deal with five major areas:

   a. Overview of career
   b. Advantages of career
   c. Disadvantages of career
   d. Progression of events, skill development, or education necessary to develop this career
   e. The impact and/or affect this career would have on ones' own personal value system and lifestyle.

General Instructions:

This report is to be not less than three and no more than five pages in length. It is to be typewritten on one side of the paper only, and double spaced. Type your name and the course number in the upper lefthand corner.

Formal report format using footnotes and bibliography should be followed. Consult the East Campus library reserve copy of Writing Research Papers by James D. Lester,

2nd Ed., Scott, Foresman and Co., Glenview, 1976, for examples and assistance.

Please proofread your paper before handing it in to ensure that it is correct.

Grading Criteria:

Content Grade:

Your content grade will depend on your ability to do the following:

1. Express yourself clearly.
2. Develop fully and with smoothness of style the five major areas referred to in #3 "Learning Measurement".
3. Make use of a variety of resources.
4. Delineate between personal opinion, the opinions of others, and factual information.

Dr. Stanley P. Witt
HUM 110-111
Short Paper: Field Exposure to the Humanities

Learning Objectives:

Student is able to sharpen and enhance his/her aesthetic appreciation through the exercise of critical judgment.

Learning Activities:

1. Attend an art exhibit, a play, a debate, or a musical performance.

2. Write a critique.

Learning Measurement:

The writing assignment is intended to measure the student's aesthetic and critical response.

General Instructions:

Typing:

Extra Credit papers are expected to be typed. If you absolutely cannot meet this requirement, speak to the instructor. Also, be sure that your typewriter ribbon is well inked. Don't use a worn ribbon.

Format:

Type on one side of the paper only, and double space. Paragraphs are to be indented eight spaces. All margins are to be 1½" (an inch and a half). Don't enclose your paper in a plastic folder. Simply type your name in the upper lefthand corner together with your course number, section number, and time your class meets; staple the pages together, and turn the paper in.

Length:

Maximum length is two pages. If you have more to say, present only the most important ideas. Do not turn in more than two pages. There is no need to supply a title page. Type your title two spaces above the text.

Presentation:

Your paper will consist of two parts. The first part, consisting of no more than the first half page, will be a description of the event you went to see. Consult the specific instructions for more information. The second part, consisting of the next page and a half, will be a critique of the event. The writing in Part One is to be objective, descriptive, accurate; try to avoid interpretation and subjective analysis in this section. The writing in Part Two, on the other hand, is to be critical, interpretive, argumentative. You are expected to be judgmental, but always be sure to cite reasons, examples, or concrete details to support or validate your opinions. Above all, don't write an essay with unsupported generalizations. With respect to your title, try to find one that is imaginative, accurate, engaging.

Revision:

Before you turn your paper in, be sure that you proof-read it and make whatever revisions are necessary. Experience shows that first drafts rarely earn good scores. Demand professionalism of yourself; it's worth it!

Grading Criteria:

Content Grade:

Your content grade will depend on your compliance with the above criteria.

Rosemary Stewart
HUM 110
Short Paper: Literary Criticism: Mythological Approach

Learning Objectives:

1. To think abstractly and critically.

2. To see meaning in literature other than the surface story.

3. To communicate ideas and feelings in an orderly, well-developed manner.

Learning Activity:

Consider the journey as an archetype (a universal symbol) for growth in self-knowledge, discuss several ways in which a heroic traveler learns to cope with crises—both external and internal. (You might want to choose Odysseus or Aenesas or Moses. Or you might want to pick the frontier men and women. Or you might choose a film on space travel such as 2001—Space Odyssey.)

Learning Measurement:

Developement of independence in critical thinking and of ability to communicate that thinking in depth.

Instructions to the Student:

Typing:

All papers are expected to be typed.

Format:

Type on one side of the page only, and double space. Paragraphs are to be indented eight spaces. All margins are to be 1½" (an inch and a half). Do not enclose your paper in a plastic folder. Simply type your name in the upper lefthand corner together with your course number. Staple the pages together, and turn in the paper.

Length:

Maximum length is five pages. If you have more to say,

present only the most important ideas. There is no need to supply a title page. Type your title two spaces above the text.

Revision:

Before you turn your paper in, be sure that you proofread it and make whatever revisions are necessary. Experience shows that first drafts rarely earn good scores. Demand professionalism of yourself; it is worth it!

Grading Criteria:

A. Content Grade:

Your content grade will depend on your compliance with the following:

1. The extent to which you develop your topic.

2. A clearly stated thesis.

3. Your use of details, definitions, explanations, and quotations.

B. Collateral Grade: See next page.

R. Stewart
HUM 110

GRADING CHART FOR SPECIAL REPORTS

	Excellent	Satisfactory	Rewrite
CONTENT	Important concept clearly stated Accurate, complete details. Necessary definitions and explanations Strong summation Significant Sources 60-54	Controlling idea developed sufficiently Pertinent details Terms defined Information accurate Adequate summary Adequate sources 53-35	Thesis vague or simplistic Underdeveloped, repetitious, unrelated details. Generalities. Little emphasis on most important ideas. Fallacies in reasoning. No definite conclusion. Only loosely related to thesis and support. Inadequate research. Plagiarism 34-0
ORGANIZTION	Ideas developed in logical order with correct emphasis 30-27	Ideas in logical order 26-16	Lacks overall organization 15-0
STYLE	Sentences clearly express ideas. Introduction and conclusion smoothly integrated in paper. Accurate, appropriate vocabulary. Correct formal English. Correct documentation. 10-9	Sentence and paragraph structure correct. Accurate, appropriate vocabulary. Spelling punctuation and documentation generally correct. 8-4	Some faulty sentences and paragraph construction. Some incorrect or vague words. Frequent errors in punctuation, spelling and documentation. 3-0

Stewart F. Barr
MAN 110
The Formal Paper: Corporate Management has an obligation to its employees at least equal to its obligations to the stockholders.

Learning Objectives:

1. The student will gain insight into the complexities of management-employee relationships.

2. The student will increase understanding of the needs and motivations of the workers.

3. The student will gain an understanding of the directions which labor/management relations may take in the near future.

Learning Activities:

Students will briefly research the history of labor relations in the United States and as a result be able to detect and articulate trends, i.e. confrontational vs. cooperative and which appears to be on the ascendency.

As a direct result of the reading, the student may adopt either a "pro" or "con" position with reference to the resolution but should defend either with equal capability.

Learning Measurement:

The quality and effectiveness of the presentation, the comprehension of the materials read and the persuasiveness of the conclusions reached will largely determine the quantity and quality of the student's learning.

Instructions to the Student:

1. The manuscript is to be typed, single-spaced except for paragraph separation, 700-850 words.

2. All quotes should be cited by author, book title, publisher, edition, and page from which quoted.

3. All margins are to be 1½ inches with your name typed in the upper left corner.

Grading Criteria:

Content Grade:

Depth and substance of the essay.

Demonstration of a reasonable amount of research.

Effective organization and presentation of the material.

Dr. Wesley E. Soderquist
MAN 276
The Formal Paper: Library Research Project

Learning Objective:

To give students a detailed knowledge of a specific area of personnel management.

Learning Activities:

Develope straight-forward report of data gathered. Uniformly organize the report with subheadings, graphs, or charts where appropriate. Neatly type report with a logical sequence of material.

Learning Measurement:

Writing evidences a basic understanding of the subject matter.

Data gathered from relevant and well-organized sources.

Instructions to the Student:

The library research report should be at least three double-spaced typewritten pages and should not exceed five pages. Formal report format using footnotes and bibliography should be followed. A list of suggested topics is provided. If one of the suggested topics is not used, the topic selected should be relevant and directly related to the theory and practice of personal management.

Grading Criteria:

Content Grade:

Writing evidences a basic understanding of the subject area.

William B. Martin
MTH 130
The Formal Paper: Essay on Application(s) of Mathematics

Learning Objectives:

The objective is to learn some applications of mathematics not found in our text. Also the student will learn how to present his ideas in a logical and well written manner.

Learning Activities:

1. Read books or articles on any science. Examples might be chemistry, physics, geology, economics, astronomy, meterology, biology, you pick it! Even under mathematics you may find books which have good applications in them. Also many professions such as surveying or nursing use mathematics.

2. Pick at least one example illustrating the use of mathematics. You could choose one from surveying or one from surveying and two from biology.

3. Write a type written paper explaining the science and the mathematics in your examples.

Learning Measurement:

This writing assignment is intended to measure your ability to write clearly and explain your subjects so that any intelligent reader with no knowledge of your subject would understand your essay.

Instructions to the Student:

1. The paper must be more than two typewritten pages.

2. The paper must explain the context of the examples. If you are writing about biology, for example, you must explain all the background material which is necessary to understand the biology and the mathematics. For example, if you just said, "the normal systolic blood pressure is 100-130." This does not give the context or conditions. What does systolic mean? The units were not given. Is it 100-130 lb/in or what? Since this essay is supposed to be understandable to anyone taking Mathematics 130

you should explain mathematically what pressure is. After you explain systolic blood pressure you should state whether there is any other kind of pressure. There is- dystolic blood pressure, you should explain the conditions of normal. You might have a normal systolic blood pressure of 120 but it won't be 120 when your climbing stairs! The essay must be complete, informative and logically clear.

3. The essay must have mathematical equations in them. These equations should be on a line by themselves.

Grading Criteria:

Content Grade:

This grade will be assigned by the mathematics instructor and will be based on the requirements above. The explanation should be clear. There whould be a fair amount of mathematics, equations, relationships, etc.

Myrna Mitchell
MTH 180 - CALCULUS & ANALYTICAL GEOMETRY I
Short Paper: Mathematics Study Sheets

Learning Objectives:

The objectives of these assignments are the following:

1. To develope or improve the student's ability to read a mathematics textbook.

2. To develope or improve the student's ability to present those concepts in a logical manner.

3. To develope or improve the student's scientific writing skills.

Learning Activities:

The student will do the following for each study sheet:

1. Read the appropriate section in the course textbook, or any other calculus book.

2. Understand the concept presented in that section.

3. Seek assistance from the mathematics tutors or instructor if understanding is not achieved alone.

4. Write a legible paper (typing not required) describing the concept (clearly and logically) as if explaining to a friend who missed class, or as the instructor might write a lesson plan.

Learning Measurement:

1. The paper must be well written. Specifically; complete sentences, correct spelling, punctuation, grammar, and logical organization are expected.

2. The mathematical concept must be explained clearly, logically and sufficiently complete to provide a clear view of the concept, and illustrated with examples.

3. The paper should be written at a level requiring only the mathematical background preceding that concept in the course textbook.

Instructions to the Student:

1. Requirements:
For a grade of C or better, the first three study sheets are required and must be submitted by the due dates listed on the course syllabus.
For a grade of A or B, all four study sheets are required, on the given due dates.
If the instructor approves and a valid reason exists for submitting a late paper, the paper will be accepted no more than one week late and appropriate grade penalties applied.

2. Length of Study Sheets:

The topic essentially dictates the length. The paper must be long enough to explain and illustrate the concept. Two or three pages should be adequate, but the paper should not be crowded to conform to that. Diagrams and examples may require several pages.

3. Format:

   a. The paper must be legible. Use double spacing if doing so increases readability.

   b. Standard $8\frac{1}{2}$ X 11 inch paper. Please remove any fringes from spiral notebooks.

   c. In upper right hand corner of the first page, please:

      Print your full name
      Study Sheet ____. (fill in the number)
      Topic, as titled in course textbook.
      The date you submit the paper.

4. More specific directions regarding each study sheet will be given in class. Generally three major components are necessary.

   a. Introduction: a brief motivation for study of the topic.

   b. Presentation: the reasoning in the derivation of the concept, or how the method works.

   c. Examples: worked out examples illustrating the topic.

Grading Criteria:

1. Content Grade:

   The content grade assigned by your calculus instructor will be based on the following.

   a. Clarity of expression
   b. Mathematical accuracy
   c. Level of background necessary for understanding
   d. Completeness of coverage
   e. Appropriateness of examples

2. Collateral Grade:

   The collateral grade, assigned by a professional grader from the downtown writing faculty, will be determined according to the degree of accuracy reflected in the following specified areas of student writing. Students whose paper receives a collateral grade of "Rewrite" will be required to correct and resubmit their paper for regrading within a week. A paper must receive a collateral grade of "Pass" before it will be graded for content. Ultimately, however, it is the content grade, and not the collateral grade, which will count toward the student's semester grade.

Composition:

Effective presentation of ideas which are logically organized and convincingly developed or supported.

Usage:

Use of correct formal English (avoidance of slang and colloquialisms: correct use of idioms; complete sentences; coherent and logical ordering of the parts of sentences; appropriate use of transitional sentences and phrases).

Grammar:

Grammatically correct sentences (avoidance of dangling and misplaced modifiers; observance of subject-verb agreement; correct pronoun agreement and pronoun reference).

Punctuation:

Correct use of the comma, semicolon, period, etc. (avoidance of comma splices and fused sentences).

Spelling:

Correct spelling of all words used.

NEWTON'S METHOD

Suppose you have a function $f(x)=0$ and you want to find the real roots to this equation, what would you do? If the equations are linear or quadratic there are simple rules that can be used; even equations of the third of fourth degree have special formulas. But, what do you do when you have an equation of the fifth degree or higher? You are out of luck if you were looking for the roots before Newton's time. Fortunately for us Newton was able to derive a formula which calculates a closer approximation to the real value of x by using the following approximation.

The concept Newton used was to first roughly graph the function $y=f(x)$ and the point where the function crosses the x-axis could be estimated and labeled x_1. x_1 would be the first approximation. The next closer approximation could be found by following the tangent to the point $(x_1, f(x_1))$ until it crosses the x-axis at some point $(x_2, 0)$. Newton then determined that this process could be repeated over and over until $f(x_n)=0$ or very close to 0.

With this concept, Newton was able to explain his method in mathematical terms by using the point-slope form of the tangent line to $y=f(x)$ at the initial approximation x_1:

$$y - f(x_1) = f'(x_1)(x - x_1)$$

if $f'(x)\neq 0$, then this line will cross the x-axis at some point $(x_2, 0)$. By substituting this point into the above equation and solving for x_2, a new approximation is obtained.

$$x_2 = x_1 - \frac{f(x_1)}{f'(x_1)}$$

If x_2 is viewed as the original approximation, then x_3 is the new approximation. x_3 is determined by replacing x_2 by x_3 and x_1 by x_2. The equation now yields:

$$x_3 = x_2 - \frac{f(x_2)}{f'(x_2)}$$

only if $f'(x_c) \neq 0$. This equation can then be generalized to find the nth approximation.

$$x_{n+1} = x_n - \frac{f(x_n)}{f'(x_n)} \qquad n = 1, 2, 3 \ldots$$

This formula is called Newton's Method and can be used to calculate the real roots to any degree of accuracy for an nth degree equation or a nonpolynomial equation.

Let us first look at the function $x^3 - x + 3 = 0$. To determine the real roots, we first need to roughly graph the function and then estimate where the function crosses the x-axis.

$f(x) = x^3 - x + 3$
$f'(x) = 3x^2 - 1$
$f''(x) = 6x$

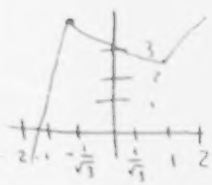
$3x^2 - 1 = 0$
$x = \pm \frac{1}{\sqrt{3}}$

		$-\frac{1}{\sqrt{3}}$		$\frac{1}{\sqrt{3}}$	
f	↑		↓		↑
f'	+		−		+

$f''(x) > 0 \quad x > 0$
$f''(x) < 0 \quad x < 0$

f	∩		∪	
f''	−	0	+	:

$f(-1) > 0$
$f(-2) < 0$
∴ $f(x)$ crosses the x-axis between -1 and -2.



$f\left(\frac{1}{\sqrt{3}}\right) = 2.62$
$f\left(-\frac{1}{\sqrt{3}}\right) = 3.35$

Now we can apply Newton's Method

$$x_{n+1} = x_n - \frac{f(x_n)}{f'(x_n)} \qquad n = 1, 2, 3 \ldots$$

$$x_{n+1} = x_n - \frac{x_n^3 - x_n + 3}{3x_n^2 - 1} = \frac{2x_n^3 - 3}{3x_n^2 - 1}$$

choosing $x_1 = -2$ we get

$$x_2 = \frac{2(-2)^3 - 3}{3(-2)^2 - 1} = \frac{-19}{11} = -1.727272$$

$$x_3 = \frac{2(-1.7272727)^3 - 3}{3(-1.7272727)^2 - 1} = -1.673666$$

$$x_4 = \frac{2(-1.673666)^3 - 3}{3(-1.673666)^2 - 1} = -1.6717025$$

$$x_5 = \frac{2(-1.6717025)^3 - 3}{3(-1.6717025)^2 - 1} = -1.6716998$$

$$x_6 = \frac{2(-1.6716998)^3 - 3}{3(-1.6716998)^2 - 1} = -1.6716998$$

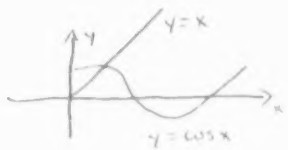
therefore, the real root to the function

$f(x) = x^3 - x + 3$ is $(-1.6716998, 0)$ root is just a #

Now let us look at a nonpolynomial equation: cos x = x (example 2:Calculus)

$f(x) = x - \cos x$

$f'(x) = 1 + \sin x$



if x is in radians the function has a solution between 0 and 1.

$$x_{n+1} = x_n - \frac{x_n - \cos x_n}{1 + \sin x_n} = \frac{x_n \sin x_n + \cos x_n}{1 + \sin x_n}$$

letting $x_1 = 1$, $n = 1$

$$x_2 = \frac{1 \sin 1 + \cos 1}{1 + \sin 1} = .75036868$$

$$x_3 = \frac{(.75036868)\sin(.75036868) + \cos(.75036868)}{1 + \sin(.75036868)}$$

$$= .73911291$$

$$x_4 = .73905133 = x_5$$

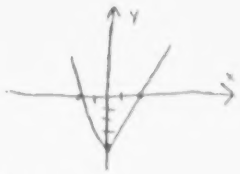
Therefore, the solution to $f(x) = x - \cos x$ is

$(.73905133, 0)$

Now let us look at the function $x^2 - 4 = 0$. Since this function is quadratic we can use our rules to find the real roots but let us also determine the roots by Newton's Method:

Method I:

$x^2 - 4 = 0$
$(x - 2)(x + 2) = 0$
$x = 2$ and $x = -2$



Method II

$f(x) = x^2 - 4$
$f'(x) = 2x$

$$x_{n+1} = x_n - \frac{x_n^2 - 4}{2x_n} = \frac{x_n^2 + 4}{2x_n}$$

$x_1 = 1$
$x_2 = 1\frac{1}{2}$
$x_3 = 2.05$
$x_4 = 2.0006095$
$x_5 = 2.0$

$$x_2 = \frac{(1)^2 + 4}{2(1)} = 5/2$$

$$x_3 = \frac{(5/2)^2 + 4}{2(5/2)} = \frac{25/4 + 16/4}{5} = \frac{41/4}{5} = 2.05$$

$$x_4 = \frac{(2.05)^2 + 4}{2(2.05)} = 2.0006098$$

$$x_5 = \frac{(2.0006098)^2 + 4}{2(2.0006098)} = 2.0$$

$x_1 = -1$
$x_2 = -5/2$
$x_3 = -2.05$
$x_4 = -2.0006098$
$x_5 = -2.0$

The values for x on the left of zero are opposite in sign from those on the right of zero because of y-axis symmetry

With this function we saw that the real roots were the same in both methods. Therefore it can be seen that Newton's Method does work for most equations.

This method fails when the first derivative equals zero. If $f'(x)=0$, then the slope of the tangent would be parallel to the x-axis and the tangent would not intersect the x-axis giving a new approximation. This failure is remedied by choosing a value close to the approximation. Newton's Method fails in another way also. A function may have a real root but when determining the value by Newton's Method the approximations osscculate around the root, never becoming close in value.

For Newton's Method to work, a new closer approximation needs to be generated from the preceding approximation. If the tangent to any of the approximations is parallel to the x-axis, a new approximation cannot be created but this failure is of little concern since it can be remedied easily. Since the other failure occurs in so few functions, it too, is of little concern. Therefore, Newton's Method is an effective technique for approximating the real roots of a function to the nth degree or a nonpolynomial equation.

William B. Martin
MTH 185
The Formal Paper: Historical Essay on Calculus or About the Life and Work of a Mathmetician in Calculus

Learning Objectives:

1. Learn the history of the early calculus.
2. Develope technical writing skills.

Learning Measurement:

1. The paper must reflect an in depth mathematical knowledge of the subject chosen.
2. The paper must also reflect the historical context of the times. The historical context should in most cases have mathematical effects as well as human ones.
3. The paper must be well written.

Instructions to the Student:

1. The paper must be typewritten and more than two typewritten pages.
2. The paper must explain specifically the mathematical subject chosen or if you chose a particular mathmatician, then it must explain something of his work.
3. The paper must have mathematical equations or diagrams. The equations should be on a line by themselves.
4. Suggestions for topics and sources will be given in class.

Grading Criteria:

Content Grade:

The content grade will be made by the instructor. It will be based on the clearness, mathematical content and exposition of the paper. The items listed under learning measurement are all important. There should be a sufficient amount of mathematics. I would recommend that approximately one-third of the paper be mathematics at least.

Jay Vosk
MUS 151
Short Paper: The Live Music Experience

Learning Objective:

To demonstrate the student's ability to listen intelligently and/or critically to music.

Learning Activities:

1. Attend a live musical performance. This performance may be in any style or genre.

2. Write a paper about the performance.

Learning Measurement:

The writing assignment is intended to measure the student's basic knowledge of the elements of music both critically and objectively.

Instructions to the Student:

In discussing the musical performance, you may take one of two approaches:

1. Analysis of music: Discuss the music itself. It is suggested that you focus your attention on no more than three works or movements. Some questions for discussion: Are the melodies generally conjunct or disjunct? Do the meters sound simple, complex, etc. Are the harmonies consonant or dissonant?

2. Write a critique. Give a critical appraisal of the performance. Cite outstanding and/or deficient aspects of the performance. Some questions for discussion:

   a. For vocal music: Was the soloist's (soloists') voice quality pleasant? Were the performers generally in tune? Did they blend well with the accompaniment? How well do you think they interpreted the text?

   b. For instrumental music: Was there a balance within the group? Were the performers able to adequately convey a mood or moods? If so, how?

Did the performance leave you satisfied, dissatisfied? Why?

Further Instructions to the Student:

1. Review chapters 1-4 from the text, Music before you begin to write the paper.

2. When attending the concert, have a pad and pencil handy to jot down any thoughts or comments.

3. Consult program notes (if appropriate) in order to get a background of work or works performed.

Presentation:

The paper will consist of two sections. In the first section, describe the event you have seen: name of performance group, location of event, date and time of event, work or works to be discussed or any other pertinent information. The second section will be comprised of either the analysis of the music, or a critique of the performance. In both approaches, cite specific examples to support your ideas or opinions.

Grading Criteria:

Content Grade:

- Demonstrate a basic knowledge of music by an effective presentation of your ideas.

Joseph Richard
PHI 120
The Formal Paper: Human Beliefs: Origin vs. Rational Justification

Learning Objectives:

1. To enhance the student's awareness and deepen his understanding of the difference between a belief's origin (or genesis) and its rational justification.

2. To develope his ability to aggressively implement this distinction in critically evaluating arguments whose conclusions are of great personal and general importance.

3. To acquire and polish the intellectual and editorial skills necessary to both understand and recount to a third party the controversial views of another without prejudicial distortion.

Learning Activities:

1. Conduct and record a brief interview with a friend, relative, or other suitable acquaintance.

2. Transcribe the interview verbatim.

3. Write a highly condensed (but accurately paraphrased) version of the interview.

4. Compose an analytical essay critically evaluating the main arguments expressed in the course of the interview, as set forth in the condensed version.

Grading Criteria:

Content Grade:

Your content grade will depend on your success in carrying out the following specific instructions. Please note that both the collateral and content grades will be determined from the condensed interview and your critical analysis without direct consideration of the verbatim transcript. The latter, however, must certainly be present.

Robert F. Sweek
PHY 121
The Formal Paper: Alternate Energy Sources

Learning Objectives:

1. To augment the student's general knowledge of the state of the art in alternate sources of energy (from classmates' oral presentations), and a more detailed knowledge of the state of the art of one alternate source of energy (through the student's own research).

2. To develop student awareness of student's level of skill in both written and oral communication.

Learning Activities:

1. Conduct library research (books, periodicals, magazines, newspapers).

2. Interview expert in field (University Professor; practitioner).

3. Visit operating installation (if practicable).

Learning Measurement:

1. The written assignment should help develop a student's ability to research; organize a professional quality paper on an assigned topic.

2. The oral presentation should help develop a student's ability to organize and present to an audience the results of his/her research.

Instructions to the Student:

1. Each student (or team of two students) shall submit a paper on a topic assigned or approved by the instructor, and shall make an oral presentation to the class at the scheduled time.

2. The paper shall be typewritten, double spaced and shall consist of about 800 words of text, plus appendices (illustrations, graphs, tabulated data, sample calculations, etc.) and references or bibliography. See any periodical, your text or your instructor for customary format.

Grading Criteria:

Content Grade:

1. A content grade will be assigned by the instructor. Content grading will consider readability, depth of research, effectiveness and ingenuity in presentation of ideas, logic and completeness of arguments and supporting documentation.

2. Both the collateral grade and the content grade will be considered in assigning the final grade.

3. Papers will be returned to students after grading by the instructor. A student may return the paper, as is, accepting the assigned grade, or may make improvements, returning the paper to the instructor within one week for final grading. (Be sure to proofread your paper in its final typed form before submitting it.)

Mary Memedova
POL 110
Short Paper: American National Government and Politics

Learning Objectives:

1. To develop visual and listening skills when experiencing a play's performance, a live telecast debate or viewing a film, and

2. to develop writing skills on two levels: (1) preparing a critique in a clear, readable and precise language (2) evaluating (and expressing an opinion as to) the merit of the play, film or debate in it's entirety.

Learning Activities:

1. Students will attend several plays or films or debates of political or social significance in preparation for a critical written review and analysis of the experience.

2. Students will write an approximately fifteen hundred (1500) word paper using the evaluation outline given in this guideline.

3. Several papers will be read in class for student exchange and discussion of differing views/perceptions of the same experience.

Evaluation Outline:

The student should play the role of a bona fide newspaper or magazine critic in this assignment. The major feature of this activity is to give the student the opportunity to express their own opinion regarding the experience.

1. Be sure to include the date and place the event took place. Comment on the attendance and/or profile of the audience.

2. The theme of the play or film must be clearly stated. If the paper is a critique of a debate, be sure to include the key questions asked by the reporters or monitor. Essential to the debate review, is a statement as to what were the issues which gained the greatest interest in the debate.

3. Comment on the total experience. This is the opportunity

to express your opinion about any aspect of the experience. Be responsible in your opinion and criticisms. Avoid emotional language and be sure to back-up your criticisms with factual data.

4. Venture to state whether this play, film or debate will have an impact on political process and why.

M. Memedova
POL 110

GRADING CHART FOR SPECIAL REPORTS

	Excellent	Satisfactory	Rewrite
CONTENT	Important concept clearly stated Accurate, complete details. Necessary definitions and explanations Strong summation Significant Sources 60-54	Controlling idea developed sufficiently Pertinent details Terms defined Information accurate Adequate summary Adequate sources 53-35	Thesis vague or simplistic Underdeveloped, repetitious, unrelated details. Generalities. Little emphasis on most important ideas. Fallacies in reasoning. No definite conclusion. Only loosely related to thesis and support. Inadequate research. Plagiarism 34-0
ORGANIZATION	Ideas developed in logical order with correct emphasis 30-27	Ideas in logical order 26-16	Lacks overall organization 15-0
STYLE	Sentences clearly express ideas, Introduction and conclusion smoothly integrated in paper. Accurate, appropriate vocabulary. Correct formal English Correct documentation. 10-9	Sentence and paragraph structure correct. Accurate, appropriate vocabulary. Spelling, punctuation and documentation generally correct. 8-4	Some faulty sentences and paragraph construction. Some incorrect or vague words. Frequent errors in punctuation, spelling and documentation. 3-0

Clarence C. Kent
POL 110
The Formal Paper: Take Home Examination- Chapters 2, 3 and 4

Learning Objectives:

The assigned chapters contain some very important principles of the American political system. This assignment is designed to focus your attention on important facts in the textbook and to give you an opportunity to integrate them in a comprehensive and coherent way.

Learning Activities:

1. Read the relevant chapters.

2. Attend class lectures and discussion.

3. Write an essay on the history of the balance of forces in America since the writing of the Constitution in 1787: 1500-2000 words (6-8 pages), double spaced, typed, all margins 1¼", paragraphs indented ten spaces.

Instructions to the Student:

The American system of government is designed to balance a variety of forces: executive, legislative, and judicial; federal, state, and local; public and private; majority and minority. At the time of the writing of the Constitution, these forces were in a particular balance, largely due to the overall characteristics of the thirteen new states-- size, population, economic development, distribution of wealth, decentralized government.

a. Describe the principles of the Constitution and the conditions at the time of ratification.

b. Over the past 200 years conditions have changed. What have been the most dramatic changes? What effects did they have on the balance of forces and what were the institutional responses?

c. How do you perceive the balance of forces today?

Grading Criteria:

Content Grade:

You will be graded according to your ability to develop a thesis around which to develop your essay, the number of factors you introduce to buttress your argrment, and your skill in making a comprehensive statement.

Fred Montes
PSY 100
The Formal Paper: Psychology as Science or Art?

Learning Objectives:

To enhance each student's awareness of his/her ability to prepare and present new information in an effective and different manner.

Learning Activities:

1. The student will select an appropriate topic from material listed in the course outline.

2. The student will use research skills to arrive at and select the appropriate information.

3. The student will apply a critical thinking/ analytical process to futher prepare the information.

4. The student will compose a paper, following the instructions, and submit by the due date.

Instructions to the Student:

Each of you has indicated that psychology is appealing because you wish a better understanding of how/why you behave in certain ways. This assignment represents a dual challenge. You will not only do selective work on the subject, you must also present it in a clear and fairly concise manner. Meeting this challenge can be a most meaningful part of this course.

Typing:

Your paper should be typed, double spaced, using one side of the paper only. Paragraphs are to be indented five to eight spaces, and margins are to be 1½".

Length:

The total length of the paper should be three to four pages. Do not exceed four pages.

Style:

Your paper should use grammatically correct English and be proofread. These factors will not count in the grade (see information on grading).

Grading Criteria:

Content Grade:

Your content grade will be based on the following factors:

1. Depth and substance of your subject.
2. Understanding of the subject.
3. Your ability to convey your understanding so that another student can learn from you.
4. Effective organization and presentation of the material.

Dr. Emily L. Sisley
PSY 101
The Formal Paper: Putting Your Left Hemisphere to Good Use

Learning Objectives:

The student must first exercise critical judgment in selection an appropriate topic, and then present the material coherently.

Learning Activity:

Select any topic that interests you from all the material that has been covered, is being covered, or will be covered in PSY 101 (see syllabus). Then do some independent "research" (see below).

Instructions to the Student:

General:

The topic could be factual-scientific (e.g., how neurons fire sequentially, or an explanation of the visible spectrum); historic (e.g., Broca and his speech area, or Freud's notion of unconscious censoring—but be sure it's covered on a "neurological" basis); conceptual (e.g., drive theories as they relate to motivation, or some aspect of Gestalt psychology); or "whatever."

It is important that YOU make the choice. Be sure it is a topic to which you can bring some enthusiasm. Be sure it is a topic that is sufficiently narrowed-down so that you can handle it. Above all, be sure that it's a topic about which you can read some provacative background material—or one on which you can do some field observation or, perhaps, a lab experiment.

Typing:

Be sure that your typewriter ribbon is well inked; your masterpiece should be readable.

Enter the title directly above the body of your text. Type double spaced, on one side of the paper only. Paragraphs are to be indented five to eight spaces (set your tab and be consistent). All margins are to be 1½" (an inch and a half). The total length

should be two pages. Staple these two pages together. Do not exceed this length; if you think you have more to say, use some critical editorial judgement and reword the material or toss out secondary ideas. Don't be bashful about revisions. First drafts are rarely masterpieces, and a large part of this whole exercise is learning how to present material that is "tightly" written.

Grading Criteria:

Content Grade:

Your content grade will be based on several factors:

1. Seriousness and sophistication of your topic.

2. Your understanding of the material.

3. Your ability to "translate" this understanding into a short article that a reader can grasp. (Imagine that another student is going to have to learn something reading your paper.)

4. Evidence that you have "gone beyond" picking Dr. McConnell's brain and put some serious effort into independent study.

5. The extent towhich YOU have demanded excellence of YOURSELF.

David B. Federhar, Ph.D.
PSY 100
The Formal Paper: A Topic of Debate in Psychology

Learning Objectives:

The students will demonstrate their written ability to present a currently debated topic in Psychology, this will include: defining the topic; a brief historical overview; one or more pieces of research; pro and con discussion and a final viewpoint.

Learning Activities:

1. Listen to introductory topics in lecture one.
2. Read introductory material in text or Psychology Today.
3. Meet with Instructor to choose topic (end of class on 9-14 if not soon) and resources.
4. Gather background information from relevant sources.
5. Organize and draft paper (help is available in Tutorial Lab).
6. Review, revise and type final paper (due 10-19, but may be turned in earlier.
7. Go over paper for writing and content feedback.

Learning Measurement:

1. A well written paper of 2-3 pages in length.
2. Demonstration of research and topic understanding.
3. A clearly written review and viewpoint.

Instruction to the Student:

Listen to the introductory lecture and read the background in the Text (Chapter 1). Meet with the instructor to finalize a topic and get hints for where to research. Your paper should be well written (as if due for a writing course). It must be typed,

double-spaced, readable (clean ribbon), and on standard 8½ X 11 paper. The paper's body should be 2-3 pages. There should be a cover page and a reference page (thus a total of 4-5 pages). You should write in APA format. These instructions will be elaborated during class time. Papers are due by October 19th (no exceptions!).

Grading Criteria:

A. The Content Grade:

1. A clear presentation of the topic and why there is a debate.

2. Historical and current research on the topic from at least 3 sources other than your text.

3. Correct APA Format.

4. Paper length of 2-3 pages.

5. Paper typed.

6. Paper submitted by deadline; and

7. A clear viewpoint as part of the final summary.

B. Collateral Grade:

The collateral grade, assigned by a professional grader from the eastside writing faculty, will be determined according to the degree of accuracy reflected in the following specified areas of student writing. Students whose paper receives a collateral grade of "Rewrite" will be required to correct and resubmit their paper for regrading within a week. A paper must receive a collateral grade of "Pass" before it will be graded for content. Ultimately, however, it is the content grade, and not the collateral grade, which will count toward the student's semester grade.

Composition:

Effective presentation of ideas which are logically organized and convincingly developed/supported.

Usage:

Use of correct formal English (avoidance of slang and colloquialisms; correct use of idioms; complete sentences; coherent and logical ordering of the parts of

sentences; appropriate use of transitional sentences and phrases).

Grammar:

Grammatically correct sentences (avoidance of dangling and misplaced modifiers; observance of subject-verb agreement; correct pronoun reference).

Punctuation:

Correct use of the comma, semicolon, period, etc. (avoidance of comma splices and fused sentences).

Spelling:

Correct spelling of all words used.

Tim Wernette
Psychology/Sociology 115
The Interactive Learning Log: Human Sexuality

Learning Objective:

Student demonstrates reflection on course readings and classroom presentation, films and/or guest speaker(s).

Learning Activities:

1. Complete reading of textbook assignment and any supplemental readings for one class period.

2. Attend class sessions related to above readings.

3. Write a class journal entry responding to above readings and class session.

Learning Measurement:

The writing assignment is intended to demonstrate thoughtful reflection on the class readings and class presentations, encouraging the expression of student reactions (feelings, thoughts, attitudes) while providing feedback to the instructor.

Purpose:

The purpose of the interactive learning log is to help you to learn and remember the information that is presented in the class, both during the class sessions and in your class readings. Educational research indicates that students who take good notes and then reflect upon those notes tend to learn more and remember what they have learned. Basically it is a combination of your class reading notes and the journal you have been writing.

Instructions to the Student:

Draw a line down the middle of your journal page. The right side of the page is for your notes of the class session (lecture, discussion, guest speaker(s), film(s), and class reading assignments, both textbook and any hand-outs). This should be a brief

outline of the important ideas or information presented. The left side of the page is for your reactions (thoughts, feelings, opinions, experiences) to the ideas and information on the right side of the page. In other words, the right of the page is your class/reading notes, and the left side of the page is your journal.

THE INTERACTIVE LEARNING LOG

—Combining the benefits of an information-processing note-taking system and the class journal, the interactive log can:

Encourage fluency, bypass writing anxiety
Pattern and support thinking and learning operations
Provide for immediate classroom emphasis and response
Serve as readymade review and study tools
Adapt to any course content
Actively involve students

Interactive Column	Fact Column
The student writes:	The student takes notes on:
—individual ways of making sense of facts	—lectures
—inferences	—class discussions
—generalizations	—demonstrations
—personal reactions	—films
—personal connections or applications	—reading assignments
—reservations, doubts, objections	—observation assignments
—questions	

Wayne L. Sperry
PAD 105
The Formal Paper: Research of a Governmental Agency: Local State or Federal.

Learning Objectives:

To allow the student to become familiar with the background, history, funding, politics, and functions of a particular Government Agency.

Learning Activities:

1. Visitation of a Governmental Agency, or, if that is not possible, to communicate with an Agency by mail.

2. Research of data in libraries and use of other resources.

3. Sharing of material in the term paper with the rest of the class.

Learning Measurement:

1. Increased awareness of the role of a Government Agency the student might be interested in working for.

2. Enhanced writing and research skills.

Instructions to the Student:

1. The term paper will be at least seven pages, double spaced, with 1½ inch margins.

2. The subject will be research of a Governmental Agency; Local, State or Federal.

Grading Criteria:

A. Content Grade:

1. The term paper will be worth 150 points, 30 points maximum for each of the following five sections.

a. As an Introduction describe the service the Agency provides. Is it expanding,

contracting? Provide budget levels, personnel levels. Who are the Agencies constituents?

b. A brief history of the Agency.

c. Utilizing the organizational charts included in your appendix, describe how each subordinate unit contributes to the goals of the Agency.

d. As a conclusion express your feelings about this Agency. Is it necessary? Could it be changed to serve the public better? Could it be merged with another Agency to save tax money.

e. Provide in your appendix:

1. Organizational chart, indicating the position of the Agency within the overall structure of the Local, State, or Federal Government.

2. An organizational chart of the Agency that is the focal point of this paper which includes all it's salient units.

B. Collateral Grade:

The collateral grade, assigned by a professional grader from the eastside writing faculty, will be determined according to the degree of accuracy reflected in the following specified areas of student writing. Students whose paper receives a collateral grade of "Rewrite" will be required to correct and resubmit their paper for regrading within a week. A paper must receive a collateral grade of "Pass" before it will be graded for content. Ultimately, however, it is the content grade, and not the collateral grade, which will count toward the student's semester grade.

Composition:

Effective presentation of ideas which are logically organized and convincingly developed/ supported.

Usage:

Use of correct formal English (avoidance of slang and colloquialisms; correct use of idioms; complete sentences; coherent and logical ordering of the parts of sentences; appropriate use of transitional sentences and phrases).

Grammar:

Grammatically correct sentences (avoidance of dangling and misplaced modifiers; observance of subject-verb agreement; correct pronoun agreement and pronoun reference).

Punctuation:

Correct use of the comma, semicolon, period, etc. (avoidance of comma splices and fused sentences).

Spelling:

Correct spelling of all words used.

Brenda Wexler
REA 100
Short Paper: A Moral Dilemma: Considering the Issues

Learning Objectives:

1. Students will develope an ability to think, discuss and write the major issues in a given problem.
2. Students will develop note-taking skills based on classroom lecture and classroom discussion.
3. Based on classroom notes, students will write a coherent essay presenting the issues in a given problem.

Learning Activities:

1. Students will receive feedback on a practice assignment..
2. Students will be given, in advance of a classroom assignment, two moral dilemmas to consider. They are to think about the issues involved.
3. Lecture and classroom brainstorms will help clarify the issue.

Learning Measurement:

Students will write at least a two-paragraph essay enumerating the issues in one of the dilemmas.

Instructions to the Student:

1. Read, think and discuss in and out of class the issues involved in the problems.
2. Bring to class a list of major issues.
3. Take classroom notes based on my lecture and classroom discussion.
4. Select one of the problems to discuss in detail and write at least a two-paragraph essay using only classroom notes.

5. Type essay, double space.

Grading Criteria:

Content Grade:

1. The essay must include several major issues.

2. The essay must include only those issues discussed in class.

3. The issues must be logically and clearly grouped.

Christy L. Howard
REA 100
Short Paper: Reaction Papers

Learning Objectives:

A picture, title, caption, cartoon, or article can serve as a training device for the Directed Reading-Thinking Activity. A DRTA teaches readers to take risks and strive for meaning while actively reading. There are no wrong answers; logical predictions are suggested from evidence presented in a passage. Articles can serve as a stimulus reading for students to digest actively and react to an author's message at the highest level of comprehension—the affective level. Literal and interpretive levels of reading are taught through lectures and materials in a regular classroom setting, but a student's written reaction to stimulus articles is one way to encourage a reader to react affectively and critically to everyday printed matter.

Learning Activity:

Each student will select an item of interest to read and respond to. Students will be encouraged to select controversial themes from newspapers and journals. The article should be read critically first, and then a reaction paper is to be written following the established guidelines.

Learning Measurement:

The writing assignment is designed to measure a student's ability to read critically and react to a journal or newspaper article through written discourse.

Instructions to the Student:

1. Select a caption, cartoon, heading, poem, or article of interest from a magazine, newspaper, or other printed text.

2. Read the article critically and formulate your reaction to the author's message.

3. Type a 1-2 page Reaction Paper which will assess the author's presentation and demonstrate your role as an active, critical reader.

4. Submit the original article with the paper.

Grading Criteria:

Content Grade:

The content grade (50 possible points) will be based upon:

1. Content and readability of article chosen,

2. Student organization and presentation of ideas,

3. Writer's ability to react in-depth to the author's viewpoint, and

4. Use of specific references within the Reaction Paper to support personal opinion.

Norma Maynard
SLG 101
Short Paper: Communicating in a Deaf World

Learning Objectives:

Student is exposed to the deaf community and communication via sign language.

Learning Activity:

Choose one of the following:

1. Communicate with a deaf individual for a minimum of ten (10) hours.

2. Attend an activity or meeting of the deaf community.

3. Receive permission to do a book report or research a topic in deafness.

Learning Measurement:

The writing assignment is intended to benefit the student by one or more of the following:

1. An introduction into the deaf culture.

2. An occasion to communicate expressively and receptively by sign language.

3. An observation of various signers and/or interpreters.

4. An opportunity to read and/or do limited research in the area of deafness and sign language.

General Instructions:

Typing:

The assignment is expected to be typed. If you absolutely cannot meet this requirement, speak to the instructor. Also, be sure the typewriter ribbon is well inked and therefore, the paper readable.

Format:

Type on one side of the paper, and double space between lines. Paragraphs are to be indented eight spaces. All margins should be 1½". Don't enclose it in a plastic folder. Type your name, course number and due date in the upper right-hand corner. Staple the pages together once at the left-hand corner.

Length:

Maximum length is two pages. If you have more to say then present only the most important ideas. Do not turn in more than two pages. There is no need to supply a title page. Type your title two spaces above your text.

Revision:

Before you turn your paper in, be sure that you proofread it and make whatever changes are necessary. Experience shows that first drafts rarely earn good scores. Demand professionalism of yourself; it's worth it!

Miscellaneous:

Turn in two copies of your report, one will be returned to you with comments and grade.

Special Instructions:

1. Choose one of the three activities. Be sure to ask permission to do a book report or research a topic.

2. When you are conversing with a deaf individual remember the suggestions presented in class. In order to keep the conversation going ask questions about themselves, family, school or work. You may want to make a list for assistance. Bring pen and pad just in case a problem occurs and you have trouble communicating.

3. Activities and meetings in the deaf community will be announced in class.

4. The first half of the first page should explain what activity you attended, and where and when it took place.

5. The remaining one and a half pages should relate your experience. Include details: specific insights into deafness, new signs you may have learned, any difficulties you may have encountered, and your feelings toward the situation.

6. For the book report check the local libraries under deafness for books, the instructor can provide assistance with selection. Introduce the book in the first half of the first page. The remaining page and a half should discuss major points of the book.

7. For the researched topic, be sure you choose a specific topic that you can cover fully in just two pages. Please include an additional page for the bibiography. Be complete in listing your references. Include author, title, publisher, date published and the pages you used for the assignment. Use at least two references.

Grading Criteria:

Content Grade:

Grade will be determined on how well you followed instructions.

Judith Ann Warner
Introduction to Sociology
Short Paper: Pima Student Role Demands:
Daytime Delight or Madness?

Learning Objectives:

1. The student will learn to think abstractly about the personal details of their lives at school, home and work.

2. The student will use sociological concepts to describe their personal experiences.

3. The student will critically evaluate how they adjust to the multiple role demands that they deal with on a daily basis.

Learning Activities:

1. Attending lectures and reading accounts of Pima Community College student experiences.

2. Reading the textbook and noting the concepts that sociologists use to describe life experiences.

3. Analysis of the multiple role obligations that Pima Community College students have through the thoughtful consideration of one's own personal adaptive qualities.

Learning Measurement:

Students will write an essay which discusses the multiple role expectations that they must meet as Pima students, family members, and workers. The student will draw a conclusion about what personal qualities have helped them to adjust to multiple role demands.

Instructions to the Student:

1. Typing:

Students are expected to type this assignment. If you absolutely cannot meet this requirement, speak to me.

2. Format:

Type on one side of the paper and double-space. Paragraphs are to be indented five spaces. All margins are to be one and one-half inches. Type your name and course number in the upper left-hand corner of the first page; staple the pages together and turn the paper in.

3. Length:

Maximum length is three pages. Select the information you present carefully, presenting only your best information and ideas. You may find that focusing on particularly crucial role demands will make your essay more incisive.

4. Revision:

Prior to turning in your paper, be certain that you proofread it, making punctuation changes and spelling corrections. Demand quality of yourself, it's worth it!

Grading Criteria:

A. Content Grade:

Your content grade will depend on your ability to:

1. Recall crucial life experiences and personal qualities that helped you to meet daily obligations.

2. Use sociological terms to characterize your social roles as a student, family member and worker.

3. Effectively write about your personal experiences in a way that delivers a message about what you think is important in life.

B. Collateral Grading: See next page.

Judith Ann Warner
Introduction to Sociology

SOCIOLOGICAL ESSAY GRADING CRITERIA

	Excellent	Satisfactory	Failing (Rewrite)
CONTENT	Sociological concepts defined or used in a manner that is clear Precise use of sociological concepts with adequate detail on personal background Concise, active writing Chronological or logical essay structure which leads to a conclusion	Some mention of appropriate sociological concepts Background details on one's everyday experience are given, but not always sociologically interpreted Occasional wordiness or sketchiness in detail Adequate thought structure which has a concluding sentence, but not a formal conclusion	Absence of sociological concepts used to explain life events: vagueness Explanation of life events is underdeveloped, repititious, or accompanied by unrelated details. Essay is stated in generalities Fallacies in reasoning, lacks conclusion
ORGANIZATION	Sociological ideas and personal facts presented in sequence with correct transitions. Sociological descriptions of life events are smoothly introduced and lead to a conclusion about one's life.	Sociological concepts and personal background details are logically organized. Sentence and paragraph construction is adequate.	Essay lacks organization. Faulty sentence or paragraph construction.
STYLE	Sentences clearly introduce a sociological concept and clearly present background information. Standard English usage	Accurate, appropriate use of sociological terms and supporting vocabulary. Spelling and punctuation is generally correct.	Vague or incorrectly used sociological terms and or supporting vocabulary. Frequent errors in spelling and punctuation.

William J. Craig
SOC 100
The Formal Paper: The Sociologist

Learning Objectives:

The student will learn to research a topic, limit its scope and present it in a clear concise manner.

Learning Activities:

Choosing, researching, limiting and presenting a topic in a logical and readable fashion.

Instructions to the Student:

-Choose a Sociologist noted in the text.

-Develop an outline highlighting your "Subject Sociologist".

-Limit your subject to a manageable level. Don't try to cover the subject from start to finish- rather, pick the most interesting and important aspects of your subject's life and career.

-Don't be afraid to do several outlines. The "tighter" the writing, the better the paper.

-Your paper will be three to five pages in length, typewritten, double-spaced with all margins measured to 1½" (one and one-half inches).

-Spelling counts!

-Include a BIBLIOGRAPHY of all sources used.

-Correct English is required.

-ENJOY this learning experience!

Grading Criteria:

Content Grade:

Substance
Readability
Use of proper Sociological Vernacular

Pam Hugelen
SSE 115
Short Paper: Psychotheraputic Drugs- Reaction Paper

Learning Objective:

Student is able to demonstrate thoughtful reflection on course readings, classroom discussions, and guest speaker.

Learning Activities:

1. Read textbook assignments for two class periods, to be announced by the instructor.

2. Attend both class sessions and participate in discussions.

3. Write a paper describing your reactions (feelings, thoughts, attitudes) to above readings, class sessions, and the guest speaker.

Learning Measurement:

This writing assignment is designed to measure the students' ability to assimilate information, to organize the information, and to communicate reactions (feelings, thoughts, attitudes) in a clear and concise written form.

Instructions to the Student:

Typing:

All papers are expected to be typed. If you absolutely cannot meet this requirement speak to the instructor. Also, please be sure the typewriter ribbon is well inked.

Format:

Type on one side of the paper only and double space. All margins are to be 1½". Paragraphs are to be indented eight spaces. Type your name, course number, and date in the upper left-hand corner of the first page. Staple the pages together and submit.

Length:

Maximum length is two pages.

Grading Criteria:

Content Grade:

This grade will be based on:

Content,

Effective organization of information and ideas, and

Communication of personal reactions to the material.

Fe Brittain
SPA 210
Short Paper: Faust Theme as Found in El Pacto by Jose Echegaray

Learning Objectives:

Student developes an awareness of the use of the Faust theme in El Pacto and compares it to the original or another literaty work using this theme.

Learning Activities:

1. Student reads the original El Pacto.
2. Class discusses the short story.
3. Students write out exercises on worksheets.
4. Students read, in English, the information or story they wish to contrast with El Pacto.

Learning Measurement:

The writing assignment is intended to measure the ability of the student to understand the similarities and parallels used in the Faust theme and to express these perceptions in writing.

Instructions to the Student:

Write a 400 word essay in which you compare/contrast the use of the Faust theme in El Pacto and the original story or another work using the Faust theme. Compare the goals, the accomplishments, and the final outcome, plus any other aspects that you see as interesting comparisons.

Grading Criteria:

Content Grade:

1. Depth and substance of essay.
2. Effective presentation of ideas.

Barbara Ewbank
Speech 120
The Interactive Learning Log: Group Decision Making

Learning Objectives:

1. The student will understand the role of group decision-making in a business setting.
2. The student will understand the strengths and weaknesses of group problem-solving.
3. The student will understand the importance of preparation for group decision-making.
4. The student will understand the steps of analysis and synthesis leading to the solution to a problem.
5. The student will understand the leadership functions necessary for effective group decision-making.

Purpose:

The purpose of the interactive learning log is to help you learn how to use writing to enhance your learning and understanding of the material you are studying in this unit. Educational research indicates that students who take good notes and then reflect upon those notes tend to learn more and remember what they have learned. The interactive learning log is a combination of your class notes and the journal you will be writing.

Learning Measurement:

This activity is intended to encourage thoughtful reflection on the class readings and class presentations, providing for the expression of student reactions (feeling, thoughts, attitudes) as well as providing feedback to the instructor.

Instructions to the Student:

Draw a line down the middle of your paper. The right side of the page is for your notes of the class session (lecture, group discussions) and class reading assignments. This should be a brief outline of the important ideas or information presented. The left side of the page is for your reactions (thoughts, feelings, opinions, experiences) to the ideas and information on the right side of the page. In other words, the right side of the page is your class/reading notes, and the left side of the page is your journal.

Activity for Taking Notes: (To be placed in the right column)

1. Lecture- The instructor will discuss each of the desired learning objectives.

2. Reading Assignments- You should read all the material listed for the group decision-making unit.

3. Discussions- You should observe, analyze and evaluate the discussions in which you will participate

Topics for Cueing Left-Hand Column:

1. General, highly abstract cues, leading to first thoughts:

   a. What personal connections can you make with the material?
   b. What reservations or doubts or objections do you have regarding this material?
   c. What applications may you make of this knowledge?
   d. What inferences can you draw?
   e. What generalizations can you make?
   f. What questions do you have?

2. More directional cues that point to this excersise in the context of this course:

   a. What differences do you see between different kinds of problems, i.e. between rank-ordering and policy determining problems?
   b. What differences did you feel were inherent in the fact that you had time to think for several days about one of the problems while previous discussions focused on impromptu topics?
   c. What kinds of preparation were possible in these situations? To what extent did you actually use them?
   d. How important to the actual discussion is it that the group agrees on the nature of the group task?

3. Specific cues pointed to thought about this group project:

   a. How did you prepare to participate in discussion?
   b. How well satisfied were you with the actual discussions as regards:
      1) what was said and done and why
      2) what might have been done better
      3) how things might have been done better
      4) how well the group goal was accomplished
      5) how <u>you</u> contributed to the accomplishment of the group goal
      6) what you now see that you might have done that you did not see at the time.

c. What did the unit on group decision-making contribute to your ability to contribute to group decision-making in your job-related and/or everyday life situations?

The Interactive Learning Log:

--Combing the benefits of an information-processing note-taking system and the class journal, the interactive log can:

Encourage fluency, bypass writing anxiety
Pattern and support thinking and learning operations
Provide for immediate classroom emphasis and response
Serve as readymade review and study tools
Adapt to any course content
Actively involve students

Interactive Column The student writes:	Fact Column The student takes notes on:
--individual ways of making sense of facts	--Lectures
--inferences	--Reading Assignments
--generalizations	--Discussions
--personal reactions	
--personal connections or applications	
--questions	

Roxann Mallon
SPE 120
Barbara Ewbank, Instructor
March, 1986

INTERACTIVE LOG

NOTES	REACTIONS
Class Notes- Februarv 24, 1986	
Group discussion: Private, information-sharing discussions.	I think I need to compartmentalize my work to keep it separate from this section of SPE 120. I'm too inclined to think of group discussion only in terms of group therapy, which is a highly specialized type of group discussion not being addressed in this class.
Content and effects of human speech/commmunication.	
Weaknesses of Discussion Method:	
1. Participants are unprepared or untrained. 2. Leaders may be incompetent.	The role of the leader is of vital importance. Whether the group attains its objective, degenerates into a shouting match, or merely wastes valuable time depends to a great extent on the skill and objectivity of the leader.
3. Some group members may dominate while others do not participate. 4. Excessive concern with human relations may interfere with accomplishing the task of the group; i.e., an important point may not be made to avoid hurting someone's feelings. 5. Conformity, peer pressure, unwillingness to disagree.	This again relates to the skill of the leader. The important point in dealing with this problem is to try to learn how to express disagreement in a tactful way. It takes a good deal of sensitivity to react negatively to an ideas without rejecting the person. Aha! Groupthink--our board of directors at work. I've watched them go along like sheep behind one strong speaker. This has occasionally had disastrous results. Sometimes the lead speaker is abysmally ignorant about the subject under discussion, yet no one has the independence to challange the ersatz leader even to the extent of saying, "Hey, wait a minute..."
Japanese process of group decision making. Adopted to some extent in America in the form of quality circles.	Some companies have adopted more of the Japanese approach than quality circles. I'm in love with Theory Z on the basis of what I know about it now. After the semester is over, I must read Ouchi's book on the subject.

Discussion is learned best by participating in it.
Effective discussion is goal-oriented.
Open agenda--agenda should be adaptable as discussion progresses to accommodate whatever may come up.

The leader has to judge how open the agenda should be in order to accomodate new points without wandering too far from the stated objective.

John A. Johnson
SPE 120
Short Paper: Analysis of and Theoretical Improvements in the Communication Process Within Organizations

Learning Objectives:

For the students to become sensitive to the channels of communication within organizations, to observe the weaknesses and strengths, and to be able to propose hypothetical corrections.

Learning Activities:

The students are to observe the communication within actual organizations through the use of organizational charts, interviews, and personal experience. Their findings will then be presented in two parts. First they will show the communication network as it exists now. In the second part of the paper they will suggest ways of improving the lines of communication. They are also to keep in mind that the success or failure of communication in any organization is due at least in part to the human element. In addition to the paper, each student will also present his findings to the class in an oral presentation.

Learning Measurement:

The student is to show knowledge of the communication process in an actual organization and to show improvements that hypothetically would be workable and practical in actual operation.

Grading Criteria:

Content Grade:

1. Depth and substance of essay.

2. Effective presentation of ideas.

Mrs. Cathy Currier
SPE 120
Short Paper: Business and Professional Communication
Job Search

Learning Objectives:

To provide the student an opportunity to create a Job Description which relates to an actual job.

To provide the student an opportunity to apply one's own skills and knowledge to an advertised job. This application will manifest itself in the form of a Letter of Application and an actual resume.

To provide the student with an opportunity to create an actual Letter of Application and resume which could be used in the future.

Learning Activities:

Job Description paper with response in the form of a Letter of Application and resume.

Learning Measurement:

The student will indicate his ability to synthesize and apply his own strengths and skills to a hypothetical advertised job.

Instructions to the Student:

The job description will be a maximum of two typwritten pages.

The Letter of Application will be one typewritten page.

The resume will be a maximum of two typewritten pages containing real and pertinent information about one's own education, experience, skills, and personal information.

Grading Criteria:

Content Grade:

The job description will be graded on complete and concise

information about the job being advertised. The Letter of Application and resume will be graded on the student's ability to relate his/her skills to the particular job being applied for.

Steven Dean Rodgers
SPE 120
Interactive Learning Log: Policy Presentation Unit

Learning Objective:

1. Student will organize ideas on the purpose and procedure of the policy presentation.

2. Student will develop understanding of the theory and application of Monroe's Motivated Sequence.

3. Student will develop an understanding of the concept and practice of the use of evidence.

4. Student will demonstrate an understanding of relationship of Monroe's Motivated Sequence and Maslow's Hierarchy of Needs.

Activities for Note Taking:

1. Lectures:

   A. Techniques of public presentations
   B. Persuasion

2. Policy speeches

3. Reading assignments:

   A. Chapter 10-Developing the Presentation
   B. Chapter 11-Organizing and Supporting Ideas
   C. Chapter 12-Informing and Persuading
   D. Chapter 13-Delivering the Presentation

4. Indentify, compare and contrast the theory and practice of policy presentations.

Topics for Cueing the Left-Hand Column:

1. Inferences: importance of the various aspect of policy.

2. Generalizations: relationship of theory and practice.

3. Personal Connections: the relationships you perceive.

4. Application: how would apply to your policy presentations.

5. Reservations, doubts, or objections: inability to draw conclusions or not interested in policy presentations.

6. Questions: identify areas that are unclear.

THE INTERACTIVE LEARNING LOG

--Combining the benefits of an information-processing note-taking system and the class journal, the interactive log can:

Encourage fluency, bypass writing anxiety
Pattern and support thinking and learning operations
Provide for immediate classroom emphasis and response
Serve as readymade review and study tools
Adapt to any course content
Actively involve students

Interactive Column	Fact Column
The student writes:	The student takes notes on:
--individual ways of making sense of facts	--lectures
--inferences	--class discussions
--generalizations	--demonstrations
--personal reactions	--films
--personal connections or applications	--reading assignments
--reservations, doubts, objections	--observation assignments
--questions	

Lynn M. Tronsdal
SPE 120
The Formal Paper: Persuasion Unit, Policy Paper

Learning Objectives:

To enable the student to identify and isolate an organizational objective;

To present a persuasive argument for an implementable policy by which this objective will be attained.

Learning Activity:

To develop a position paper arguing for the implementation of the policy. The paper will incorporate traditional motivational appeals, use of the proper evidence, and appropriate structure. Further, the position paper will be prepared for a specific audience whose values have been identified.

Learning Measurement:

The writing assignment is intended to measure the student's knowledge of: (a) policy issues in a specific career area; (b) effective documentation and forms of proof; (c) appropriate motivational appeals for a specific audience.

Instructions to the Student:

1. Compose a memo in which you state an objective, and then argue for a policy best designed to achieve the objective. Use persuasive appeals and appropriate documentation and evidence.

2. At least three different sources of documentation will be used, i.e. newspapers, books, magazines, professional journals, reference text, annual reports.

3. This business communication must be a minimum of five pages and a maximum of seven, not including required bibliography and optional appendices. Your assignment will be typed on one side of appropriate letterhead paper, and double spaced. Paragraphs are to be indented

five spaces. All margins are to be one and one-half inches.

4. Required style handbook is the Publication Manual of the American Psychological Association.

Grading Criteria:

Content Grade:

Successful fulfillment of learning objectives as outlined above.

Evidence of imagination and creativity, as well as the depth and substance of ideas.

Judith Temple
Writing 206 Fiction Writing
Short Paper: Analysis of a student story

Learning Objectives:

To gain practice in literary analysis; to formalize and organize critical perspectives.

Learning Activities:

Analyze such elements of a story as character development, point of view, pacing, use of narration and scene, dialogue, diction.

Learning Measurement:

Accuracy and depth of interpretation; displaying understanding of fiction writing process; acceptable organization and mechanics.

Instructions to the Student:

Write an analysis of approximately two to three typed pages (500-750 words) of one of the student stories. Consider the basic elements of fiction, such as character, point of view, dialogue, use of narration and scene, effectiveness of opening and conclusion. You do not need to discuss every aspect of the story; instead, concentrate on what seems to you to be the most significant elements. Give both positive and negative viewpoints and recommendations where appropriate.

Grading Criteria:

A. Content Grade:

Based on accuracy, perceptiveness, consistency, support of interpretations with specifics.

B. Collateral Grade:

The collateral grade, assigned by a professional grader from the eastside writing faculty, will be determined according to the degree of accuracy reflected in the following specified areas of student writing. Students whose papers receive a collateral grade of "Rewrite" will be required to correct and resubmit their paper for regrading within a week. A paper must

receive a collateral grade of "Pass" before it will be graded for content. Ultimately, however, it is the content grade, and not the collateral grade, which will count toward the tudent's semester grade.

APPENDIX

THE COMPONENT PARTS OF AN ESSAY

Title: Students often neglect to furnish adequate titles for their papers, and instructors often dismiss such omissions as insignificant. Yet essays without titles invariably lack focus and direction. Demanding appropriate titles forces students to clarify and to focus their thinking. Insist on good titles; it's worth it.

The title should be short, engaging, and precise. It should consist of a phrase rather than a series of phrases or a lengthy sentence. It should stimulate the reader's curiosity, it should indicate the specific subject of the essay, and it should suggest the point to be made.

Examples:		
	Vague (and dull)	An Interesting Theory
	Better	Lorenz's Theory of Human Aggression: A Critique
	Best	The Fallacy in Lorenz's Theory of Human Nature

Correct usage requires that the first word of a title and all other important words (nouns, pronouns, verbs, adverbs, adjectives, and prepositions that come last or have five or more letters to be capitalized. Titles of student papers should be neither enclosed within quotation marks nor underlined (e.g. italicized).

Introductory Paragraph: The introductory paragraph introduces a general subject then focuses upon a specific aspect of the subject to be explored, to be defined, to be probed, to be analyzed, or to be explained.

A typical introductory paragraph consists of an introduction and a thesis:

1. The introduction, consisting of , say, from one to five sentences, engages the reader's attention by

employing one of the following devices: by relating an interesting anecdote, by citing an arresting quotation, by summarizing a commonly held (or an unusual or a challenging view of a subject, by emphasizing the significance of a topic, its timelessness or its importances), or by using any other attention-getting device. The commentary following the anecdote, quotation, etc., leads up to the thesis.

2. The thesis, usually the last statement (or two) in the introductory paragraph, is the controlling idea of the essay; it defines the topic and delineates the scope of the paper. Since the thesis is the main point that the paper will make, the thesis must have substance and significance. It should never be trivial or commonplace; no one wants to read ideas which are trite or dull. As a further requirement, it is important that the thesis statement be couched in general or universal terms so that the idea contained therein can be developed in subsequent paragraphs.

Examples:		
	Poor	This year 800,000 tons of acid rain will fall on Chicago and New York.
	Improved	Acid rain is a threat to our cities.

Developmental Paragraphs: The subsequent paragraphs amplify, explain, justify, or otherwise develop the thesis in a logical fashion. Generally speaking, every supporting paragraph begins with a topic sentence. A topic sentence is simply a secondary generalization which ties the supporting details to the thesis. (More often than not, the topic sentence is a restatement of one aspect of the thesis to be developed or supported in the paragraph at hand.) The supporting detail may include the use of facts, reasons, examples, illustrations, or whatever type of information provides relevant and convincing support. Since this section of the essay validates the thesis, it is important that there be enough supporting paragraphs (say,

at least two or three) to give convincing support to the thesis. Essays with too few developing paragraphs will be thin in substance, sketchy, inconclusive; it is also imperative that supporting details be carefully chosen and logically placed. Details listed haphazardly or included without adequate explanation may violate thematic coherence, thematic unity, or both.

1. "Thematic unity" means that every element in the essay relates to the thesis (controlling idea). Irrelevant assertions or asides should be relegated to footnotes or omitted entirely.

2. "Thematic coherence" means that every element in the essay follows logically from that which went before and leads logically up to that which follows. Incoherent writing is often a symptom of disjointed thinking.

Conclusion: The conclusion is a short paragraph or simply a sentence or two with which the essay ends. The conclusion may function in any number of ways. It may restate the thesis in the light of material presented in the developmental paragraphs (and thus represent a summary of basic points). It may suggest important implications growing from ideas explored in the essay proper. It may be a final climactic point that leaves the reader with something to ponder. It may be a quotation that thrusts the reader into some startling channel of thought. Whatever form, however, some type of conclusion is necessary to prevent the essay from ending too abruptly or from trailing off into trivia or insignificance.

PARAGRAPH STRUCTURE

In general, the component elements of the paragraph are as follows:

1. A title which adequately reflects the controlling idea to be developed in the paragraph.

2. An introductory statement which leads up to the controlling idea and which does so in an interesting fashion.

3. A topic sentence which delineates the controlling idea.

4. Appropriate supporting detail which developes the idea embodied in the topic sentence. The supporting detail may include the use of reasons, facts, examples, illustrations, and the like.

5. A concluding sentence which restates the topic sentence or which otherwise ties the paragraph together.

A good paragraph will be unified and coherent.

1. Paragraph unity means that each sentence is related to the controlling idea stated in the topic sentence.

2. Paragraph coherence means that the sentences within the paragraph are logically ordered and are connected by appropriate devices.

STANDARDS OF COMPOSITION

Composition:	Effective presentation of ideas which are logically organized and convincingly developed/supported.
Usage:	Use of correct formal English (avoidance of slang and colloquialisms; correct use of idioms; complete sentences; coherent and logical ordering of the parts of sentences; appropriate use of transitional sentences and phrases).
Grammar:	Grammatically correct sentences (avoidance of dangling and misplaced modifiers; observance of subject-verb agreement; correct pronoun agreement and pronoun reference).
Punctuation:	Correct use of the comma, semicolon, period, etc. (avoidance of comma splices and fused sentences).
Spelling:	Correct spelling of all words used.

ERIC Clearinghouse for Junior Colleges AUG 26 1988